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ABSTRACT

This document contains guidelines, procedures, and administrative requirements based on the regulations, assurances, and certifications in the South Carolina Three-Year State Plan for Vocational-Technical Education as adopted by the State Board of Education. The guide contains an introduction (section I) and seven main sections. Section II presents an overview of legislation, including the Education Improvement Act and the Carl D. Perkins Vocational Education Act of 1984. Section III explains the organization and governance of vocational-technical education in South Carolina, with information on the State Board of Education, the Office of Vocational Education, and local administration. Details of the state administration of vocational education are spelled out in section IV, which outlines general administrative provisions and financial management. The vocational education opportunities mandated by Title II, Part A for handicapped, disadvantaged, adults needing retraining, single parents/homemakers, sex equity, and criminal offenders is the topic of section V; program improvement, innovation, and expansion provisions of Title II, Part B for state-level purposes are highlighted in the following section, section VI. The provisions for vocational programs, services, and activities, Title II Part B and Title III Part B, are included in the seventh section. Information is provided on secondary programs, consumer and homemaking, cooperative vocational education, construction, student stipends, work study, day care services, placement services, career guidance and counseling, and private vocational education institutions and employers. The final section contains definitions of the terms used in the regulations and guidelines. (KC)

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South Carolina FY 1988 Administrative Provisions for Vocational Education

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CE048 420

South Carolina Department of Education

SOUTH CAROLINA ADMINISTRATIVE PROVISIONS

FOR

VOCATIONAL EDUCATION

FISCAL YEAR 1988

OFFICE OF VOCATIONAL EDUCATION
DR. MOODY OSWALD, DIRECTOR

DIVISION OF INSTRUCTION
SIDNEY B. COOPER, DEPUTY SUPERINTENDENT

SOUTH CAROLINA DEPARTMENT OF EDUCATION
DR. CHARLIE G. WILLIAMS, STATE SUPERINTENDENT

"An Equal Opportunity Agency"

AUGUST 1987

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FY 1988 Administrative Provisions

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PREFACE

This document contains guidelines, procedures and administrative requirements based on the regulations, assurances, and certifications in the Three-Year State Plan for Vocational-Technical Education as adopted by the State Board of Education.

It is hoped that the information in the South Carolina FY 1988 Administrative Provisions for Vocational Education will be useful for local school district administrators/other eligible recipients and provide a sound operational base for vocational education throughout South Carolina.

I. Introduction

Vocational Education is an integral component of public education in South Carolina providing individuals, both secondary students and adults, an opportunity to attain occupational competencies and related academic instruction. The system is dedicated to helping all individuals realize their vocational objectives and achieve an optimum level of personal competency consistent with their interests, aptitudes, desires and abilities.

The mission of Vocational Education is to enhance the economic development process of South Carolina by providing persons of all ages the opportunities to acquire career competencies for the work place and/or a foundation for career development through higher education.

The major objectives of vocational education in South Carolina are to:

A. begin career awareness and exploration at an early age--

1. make career information available to the primary through intermediate grades
2. conduct career awareness staff development programs
3. develop meaningful vocational exploratory programs
4. utilize the South Carolina Occupational Information System

B. develop occupational and related academic competencies for meaningful employment--

1. provide instruction to secondary students utilizing modern equipment and latest techniques
2. provide opportunities for on-the-job training in local business and industry
3. provide instruction in Job Seeking and Job Keeping Skills
4. provide placement opportunities in employment or higher education

C. prepare for the present and future economic development needs of South Carolina--

1. conduct assessments of business/industry and students to assure relevancy of new and existing programs
2. implement vocational courses designed to meet projected employment demands
3. maintain contact with local business and industry, institutions of higher learning, and operate effective advisory committees and councils

II. Legislative Overview

A. Education Improvement Act of 1984

1. Regulations

SUBPART 5
Providing More Relevant Vocational Training Programs

Section 1. (A) Section 59-5-65 of the 1976 Code, added by the provisions of this act, is amended by adding a new item at the end to be appropriately numbered which shall read:

"( ) Promulgate regulations to ensure that each school district in its secondary school or vocational center shall establish clearly defined vocational programs designed to provide meaningful employment."

(B) The 1976 Code is amended by adding:

"Section 59-53-1950. The General Assembly shall provide funds in the annual general appropriation act for the purchase of equipment for vocational training pursuant to the Department of Education's State Plan for vocational-technical education. The highest priority in funding for vocational education must be given to job preparatory, occupational proficiency courses in areas related to:

(a) current high technology trades, businesses, and industries;
(b) high labor market and high labor intensive demand;
(c) small business management; and
(d) new and emerging trades, industries, and businesses which foster and enhance the economic development, stability, and diversification of the State's economy."

(C) The 1976 Code is amended by adding:

"Section 59-53-1960. Commencing with 1987-88, to continue existing job preparatory programs, other than vocational agriculture, fifty percent of the graduates available for placement must be placed during the prior three years in the area for which training was provided. Each graduate of a job preparatory vocational education program must be surveyed by his school district ten months after graduation to determine job placement status. The school districts shall make an annual report to the State Board of Education of the findings of its survey. The State Board of Education shall report the results of the district surveys to the Governor, General Assembly, and the Advisory Council on Vocational-Technical Education. The State Board of Education may waive the fifty percent requirement upon recommendation of the school district, if the district can demonstrate that a program responds to the employment needs of new or expanding businesses or industries. Students must be advised prior to enrollment in a job preparatory program of possible discontinuation of the program, if placement data indicates

possible discontinuation, and of the employment outlook for graduates of the program. Students enrolling in vocational programs which are not preparatory for employment must be clearly advised of this fact by the school district."

Statutory Provision

REGULATIONS: "TO ENSURE THAT EACH SCHOOL DISTRICT IN ITS SECONDARY SCHOOL OR VOCATIONAL CENTER SHALL ESTABLISH CLEARLY DEFINED VOCATIONAL PROGRAMS DESIGNED TO PROVIDE MEANINGFUL EMPLOYMENT." (Division II, Subdivision A, Subpart 5, Section 1. (A))

Vocational education courses (occupational) at the secondary school level are defined as follows:

(a) complies with the minimum course offerings and program standards as specified in the Defined Minimum Program (DMP) and the annual Administrative Provisions for Vocational Education;

(b) course offerings are justified based on current and projected employment opportunities, and are relevant to the employment skills needed by business and industry;

(c) course offerings are cost effective in relation to minimum enrollment standards and the placement of completers in meaningful employment.

Beginning with the specified school year, to be eligible to receive Federal and State funds for vocational education courses, local school districts shall:

1. by November 1, 1985, and by November 1 of each third year thereafter, plan and conduct a comprehensive vocational education needs assessment utilizing the State Department of Education Needs Assessment Handbook and report the results to the Office of Vocational Education by December 30. The needs assessment shall be a coordinated effort among school personnel, advisory council members and business and industry representatives.

2. by December 30, 1985, and December 30 of each third year thereafter, prepare and submit a three-year vocational education plan utilizing the results of the comprehensive needs assessment and other relevant data.

3. by August 15, 1986, and by August 15 of each year thereafter prepare and submit an annual vocational progress report.

4. Beginning with the 1987-88 school year to continue existing occupational preparatory courses other than vocational agriculture, fifty percent of the graduates available for placement must be placed in the area trained. If at the end of any third consecutive year, average placement for the three (3) previous years is below

fifty percent, the local school district shall discontinue funding the course with Federal and State funds. The State Board of Education may waive the fifty percent requirement upon recommendation of the local school district board of trustees if the local school district can demonstrate that a course responds to the employment needs of new or expanding businesses or industries.

5. Beginning with the 1987-88 school year, local school districts shall utilize performance-based curriculum materials in vocational education courses.

6. Beginning with the 1987-88 school year, local school districts shall provide opportunity for the cooperative method of instruction in the final level of vocational education (occupational) courses. Exception to this regulation may be made by the local school district board of trustees if approved by the State Board of Education.

7. Beginning with the 1987-88 school year, all local school districts shall have established in concert with local businesses and industries or appropriate institutions of higher learning, a staff development training program designed to update all Trade and Industrial Education teachers in their occupational area.

EDUCATION IMPROVEMENT ACT OF 1984
SUBPART 5
PROVIDING MORE RELEVANT VOCATIONAL TRAINING PROGRAMS
Clearly Defined Vocational Programs
Regulations

Beginning with the specified school year, to be eligible to receive Federal and State funds for vocational education courses, local school districts shall:

Timeline

	Beginning with School Year	
	August 15, 1986 (and August 15 of each year thereafter)	Annual Progress Report (Regulation 3)
	1987-88	Placement (Regulation 4)
EIA	1987-88	Performance-Based Curriculum Materials (Regulation 5)
	1987-88	Cooperative Method of Instruction (Regulation 6)
	1987-88	T & I Staff Development Training Program (Regulation 7)

B. The Carl D. Perkins Vocational Education Act of 1984

1. The purpose of the Act is to:

   a. assist states in expanding, improving, modernizing, and developing quality vocational education programs;

   b. assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs;

   c. promote greater cooperation between public agencies and the private sector;

   d. improve the academic foundations of vocational students and to aid in the application of newer technologies;

   e. provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills;

   f. assist the most economically depressed areas of a state to raise employment and occupational competencies;

   g. assist the state to utilize a full range of supportive services, special programs, and guidance counseling and placement;

   h. improve the effectiveness of consumer and homemaking education and reduce the limiting effects of sex-role stereotyping; and,

   i. authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process.

2. The following flowchart outlines the Titles and Parts of the new Act as it relates to vocational programs in South Carolina. The purposes and uses of funds are explained in greater detail in the Financial Management section under State Administration.

SOUTH CAROLINA
1987-1988
"TENTATIVE"

THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984

Based on Allotment Table
from U. S. Dept. of Education
Dated November 12, 1986

Total Grant Award
$14,403,460

Title II Basic Grant
$13,755,208

Title III Special Programs
$648,252

Of Title II:
80% - Eligible Recipients
7% - State Administration
13% - Other State Level

State Administration
(7% Maximum)
$962,865

Includes $60,000 for Sex Equity
Sex Equity--No Match
50% Match For State Administration

Remainder
$12,792,343

57%

43%

Part A Vocational Ed. Opportunities
$7,291,636

Part B
Program Improvement Innovation & Expansion
$5,500,707

50% Match

10% Handicapped
$1,279,234
50% Match

22% Disadvantaged
$2,814,316
50% Match

3.5% Sex Equity
$447,732
No Match

8.5% Single Parent/ Homemakers
$1,087,349
No Match

12% Adult
$1,535,081
50% Match

1% Incarcerated
$127,924
No Match

State Level Purposes
$1,788,177

Technical Assistance
$955,367

Research
$146,439

Curriculum Development
$424,736

Personnel Development
$261,635

Allocation To Eligible Recipients
$3,712,530

Guidance & Counseling
$828,370 (Minimun)

High Tech *
-0-

Personnel Development Awards
-0-

Other Purposes
$2,884,160

Part A CBO'S
$101,698

** State Administration
$10,170

Other *** Purposes
$91,528

State Administration
**6% Maximum
$32,793

Part B. C & H
$546,554

State Leadership
$85,265

Allocation To Eligible Recipients
$327,939

Teacher Education
$76,878

Curriculum Development
$23,679

Part C Adult/ Post Sec.
-0-

**State Administration

Other Purposes***

Part D Guidance and Counseling
-0-

State Leadership
6% Maximum

***Other Purposes &
** State Administration

Part E High Tech
-0-

**State Administration
10% Maximum

Other # Purposes

*To Be Combined With Title III-Part E
** 50% Match
*** No Match
# 50% Non-Federal (1/2 from Bus /Ind.)

February 12, 1987
Project Processing, Planning and Accountability

III. Organization and Governance

A. State Board of Education

The State Board of Vocational Education, which is the South Carolina State Board of Education, is the sole agency responsible for the administration, or for the supervision of the administration of vocational programs consistent with State Law and in accordance with Public Law 98-524, dated October 19, 1984, hereafter referred to as "this Act." This Board has all the necessary power to cooperate with the U. S. Department of Education in the administration of the State Plan. Throughout this plan any reference to the "State Board" refers to this official Board.

1. Executive Officer Designation. The executive officer of the State Board of Education is the State Superintendent of Education, who is a Constitutional officer and is elected by popular vote of the people.

2. Duties of the Executive Officer. The duty of the Executive Officer shall be to:

   a. serve as Secretary of the State Board of Education;

   b. have general supervision over and management of all public school funds provided by the State and Federal Government;

   c. organize, staff and administer a State Department of Education which shall include such divisions and departments as are necessary to render the maximum service to public education in the State;

   d. keep the public informed as to the problems and needs of the public schools by contact with all school administrators and teachers, by his personal appearance at public gatherings and by information furnished to the various news media of the State;

   e. have printed and distributed such bulletins, manuals, and circulars as he may deem necessary for the professional improvement of teachers and for the cultivation of public sentiment for public education, and have printed all forms necessary and proper for the administration of the State Department of Education;

   f. administer, through the State Department of Education, all policies and procedures adopted by the State Board of Education; and

   g. assume such other responsibilities and perform such other duties as may be prescribed by law or as may be assigned by the State Board of Education.

3. Authority of State Board. The 1932 South Carolina Code, Section 5283, states that the South Carolina Legislature has accepted by legislative action the Federal funds provided for vocational education and states that the State Board of Education has been designated to operate vocational education in the State. Section 5394 of the 1942 Code for South Carolina authorizes the State Board of Education to prepare, adopt, and submit plans for the approval of the U. S. Department of Education for operating Vocational Education in South Carolina.

4. Responsibilities of the State Board. The responsibilities of the State Board in accordance with the Carl D. Perkins Vocational Education Act of 1984 shall include the following:

   a. The coordination of the development, submission and implementation of the Three-Year State Plan as required by this Act.

   b. The consultation with the State Council on Vocational and Technical Education and other appropriate State agencies, groups, and individuals involved in the planning, administration, evaluation and coordination as required by this Act.

   c. The evaluation of programs, services and activities assisted under the Act.

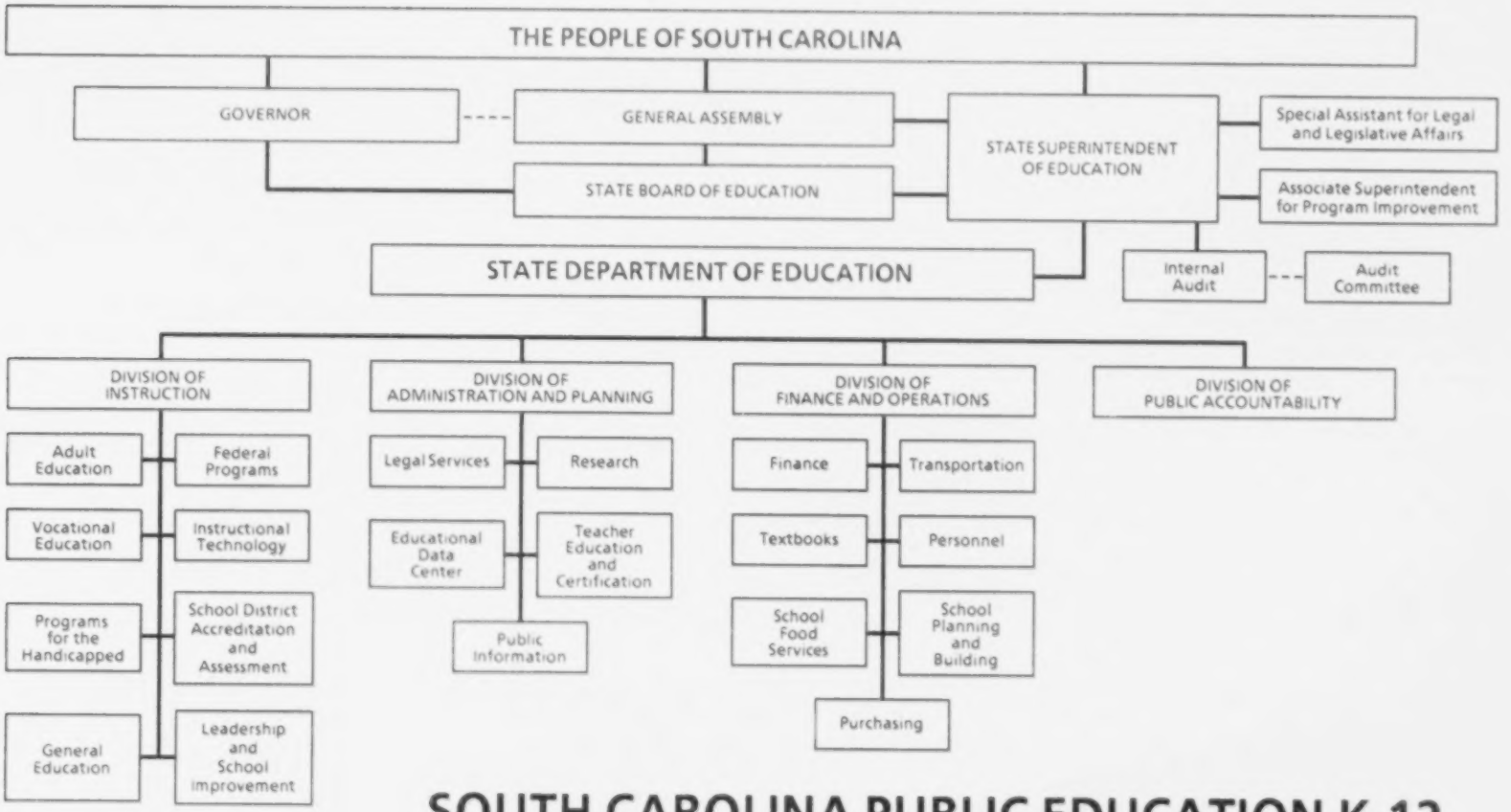
   d. The convening and meeting as a State Board consistent with State law and procedure to carry out its functions under the Act.

   e. The adoption of procedures to implement State level coordination with the State job training coordinating council to encourage cooperation between programs under the Act and programs under JTPA.

   f. Each private industry council established under JTPA within the State shall be provided a listing of all programs assisted under the Act.

   g. The establishing of two technical committees to advise the State Council on Vocational and Technical Education and the State Board on the development of model curricula to address State labor market needs.

5. State Board Organizations. County delegation members in each of the sixteen judicial circuits select State Board members to serve from that district for a period of four years and members rotate so that each county in a judicial circuit is represented. The organizational structure of the South Carolina State Department of Education is shown on Chart 1 and the Office of Vocational Education is shown on Chart 2.



SOUTH CAROLINA PUBLIC EDUCATION K-12
STATE ADMINISTRATION
JANUARY 1985

III. Organization and Governance (continued)

B. Office of Vocational Education

State Director of Vocational Education. The State Director shall be responsible to the State Board, through the Executive Officer and Deputy Superintendent for Division of Instruction, for the planning, administration, coordination, supervision and promotion of all phases of the program of vocational education in the State, and shall be the official representative of the Executive Officer in all matters pertaining to vocational education.

1. The duties of the State Director are as follows:

   a. responsible for general promotional programs for all phases of vocational education in the State;

   b. responsible, through the Executive Officer and Deputy Superintendent for the Division of Instruction, to the State Board for the administration of the program of vocational education;

   c. responsible for the general administration of the vocational program and the supervision of personnel in the various vocational services;

   d. responsible for submitting to the State Board, through the Executive Officer and the Deputy Superintendent, the annual budget for expenditure of State and Federal funds for vocational education;

   e. responsible for providing a uniform system of records for the operation of the vocational program in cooperation with the Finance Office;

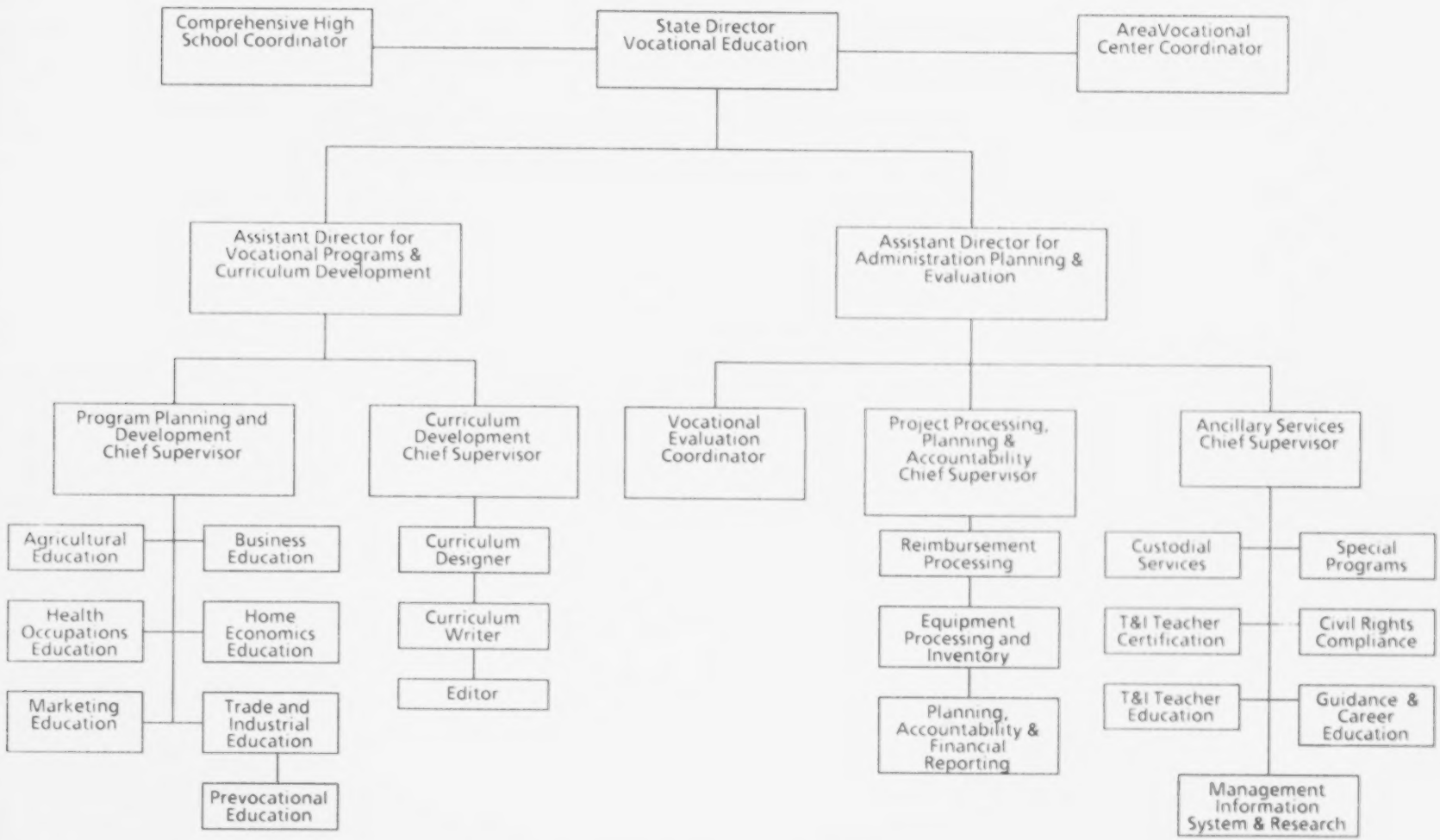
   f. responsible, with the assistance of the supervisors of the various services, for the preparation of the State Plan and for obtaining approval of the Plan by State Board;

   g. responsible for submitting to the Finance Officer of the State Department of Education, through the Executive Officer, records and reports for disbursement of all State and Federal vocational funds;

   h. responsible, with the assistance of the supervisors of the services concerned, to make recommendations to the Executive Officer for personnel to be employed, in vocational education on State, district, or local levels; and

   i. responsible for other duties assigned by the State Board, the Executive Officer, and/or the Deputy Superintendent Division of Instruction.

OFFICE OF VOCATIONAL EDUCATION ORGANIZATIONAL CHART



III. Organization and Governance (continued)

C. Local Administration

Each school district is under the management and control of the Board of Trustees as provided for by State statute and is subject to the supervision and orders of the County Board of Education (S. C. Code of Laws 1962, Section 21-221). This structure, however, is not common in all school districts, for local legislation in some cases has abolished the County Board of Education and devolved its powers and duties on the local Board of Trustees or County Council. There are ninety-two school districts divided geographically and politically among the forty-six counties of the State. All of these districts derive their power of governance from the people as indicated by the State Constitution, which provides:

> "All political power is vested in and derived from the people only, therefore, they have the right at all times to modify their form of government." (Article 1, paragraph 1, S. C. Constitution).

Thus pursuant to this Article, the people have mandated through Article IX, paragraph 3, that:

> "The General Assembly shall provide for the maintenance and support of a system of free public schools open to all children in the State and shall establish, organize and support such other public institutions of learning, as may be desirable." (Article XI, paragraph 3, S. C. Constitution.)

Consequently, educating the children of South Carolina may be said to be a State responsibility being duly delegated to the local school districts by State statute.

IV. State Administration

NOTE: (F) indicates a Federal requirement and (S) indicates a State requirement.

A. General Administrative Provisions

1. General Policies

a. The State Department of Education shall reserve $60,000 from the State's Basic Grant in each fiscal year to employ a sex equity coordinator to carry out programs that serve single parents and homemakers, and programs to overcome sex bias and sex-role stereotyping. (F)

b. The State Board shall comply with any requests of the Secretary of Education for making such reports as the Secretary may reasonably require to carry out his/her functions under P. L. 98-524. (F)

c. No person on the grounds of race, sex, age, social status, creed, color, handicap, economic level, religion, or national origin shall be excluded from participation in or from benefits of any vocational programs, activities or services funded through the Office of Vocational Education. Nor shall any person be otherwise subjected to any illegal discrimination for any reason. (F)

d. The State Board shall ensure that career education efforts are continued as appropriate to vocational education. (S)

e. The State Board of Education shall cooperate fully with all appropriate agencies, councils and individuals in carrying out duties pursuant to vocational education in South Carolina. (F)

f. Each local educational agency's Federal allocations will be distributed on the basis of an approved local vocational plan. (F)

g. The State Board shall ensure that the funds used for handicapped programs are consistent with the State Plan submitted pursuant to Section 613 (a) of the Education of the Handicapped Act, P. L. 94-142. (F)

h. The State Board shall ensure that Federal funds made available under P. L. 98-524 shall be so used to supplement, and to the extent practical, increase the amount of State and local funds that would in the absence of such Federal funds be made available for the uses specified in P. L. 98-524 and in no case supplant such State or local funds. (F)

i. The State Board shall make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the State, to include such funds paid by the State to eligible recipients under P. L. 98-524. (F)

j. The State Board shall ensure that funds received under P. L. 98-524 will only be used for programs of vocational education which can be demonstrated to prepare students for employment, are necessary to prepare individuals for successful completion of such a program, are of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation; and personnel training programs, renovation programs and homemaking programs. (F, S)

k. The State Board of Education, in consultation with the State Council on Vocational and Technical Education, shall establish at least two technical committees to advise the State Council on Vocational and Technical Education and the State Board of Education on the development of model curricula to address State labor market needs. (F)

l. Beginning with the specified school year, to be eligible to receive Federal and State funds for vocational education courses, local school districts shall: (S)

(1) By July 1, 1985, and each third year thereafter, plan and conduct a comprehensive vocational education needs assessment utilizing the State Department of Education Needs Assessment Handbook and report the results to the Office of Vocational Education by July 1. The needs assessment shall be a coordinated effort among school personnel, advisory council members, and business and industry representatives.

(2) By July 1, 1985, and each third year thereafter, prepare and submit a three-year vocational education plan utilizing the results of the comprehensive needs assessment and other relevant data.

(3) By August 15, 1986, and by August 15 of each year thereafter, prepare and submit an annual vocational progress report.

m. Extended employment of vocational personnel utilizing vocational funds shall be only for organized, scheduled instructional purposes for high school students and/or adults. Extended employment contracts shall be the responsibility of the local school district. Proposed programs for extended employment shall be approved by May 1 of each year by the principal and/or center director. Documentation of time utilization by teachers with extended employment is to be provided the principal and/or director. (S)

2. State Plan Development

a. In formulating the Three-Year State Plan, and any amendments to the Three-Year State Plan, the State Board of Education shall meet with and utilize the State Council on Vocational and Technical Education. (F)

b. After providing a minimum of 15 days notice to the public, the State Board of Education shall conduct two public hearings in the State for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State Plan. (F)

c. In developing the State Plan, the State Board of Education shall assess: (1) current and projected employment demand; (2) needs of secondary students and adults; (3) needs of special population groups (i.e., handicapped, disadvantaged, girls/women, single parents/homemakers, etc.); (4) quality of vocational education programs, services and activities; and (5) the institutional capacity and capability to deliver vocational education programs, services and activities. (F)

d. The State Plan shall be furnished to the State Council on Vocational and Technical Education, the State Job Training Coordinating Council, and the State Legislature for review and comment not less than 60 days before the State Plan is submitted to the U. S. Secretary of Education. The response of the State Board of Education to the State Advisory Council comments shall be included in the State Plan. (F)

e. The Three-Year State Plan shall be submitted by the State Board of Education to the U. S. Secretary of Education by May 1 preceding the first program year for which the Plan will be in effect. (F)

3. Local Advisory Councils and Committees

a. <u>Advisory Councils Required</u>

Each eligible recipient receiving financial assistance for vocational education shall establish a local advisory council to: (1) review and recommend approval of the three-year local vocational education plan; (2) advise on current job needs; (3) advise in the relevancy of the courses offered; and (4) coordinate the programs, services, and activities contained in the local plan with training offered locally under the Job Training Partnership Act. This advisory council shall meet no less than twice per year. The advisory council will be established according to one of the following options: (S)

(1) School Districts With a Multi-District Area Vocational Center

(a) Option 1--The multi-district area vocational center will be responsible for establishing one advisory council representing the vocational center and all vocational programs in all feeder school districts.

(b) Option 2--Each feeder school district will be responsible for establishing an advisory council representing the vocational programs within their respective school district and the multi-district vocational center will also establish an advisory council representing only vocational programs in the center.

(2) Single School District With an Area Vocational Center(s)

(a) Option 1--The area vocational center will be responsible for establishing one advisory council representing the vocational center and all other vocational programs in the school district.

(b) Option 2--The school district will be responsible for establishing one advisory council representing vocational programs in the area vocational center and all other schools in the school district.

(3) School District Without an Area Vocational Center

The school district will be responsible for establishing one advisory council representing all vocational programs in the school district.

(4) Post-secondary Educational Institution

Each post-secondary educational institution will be responsible for establishing an advisory council representing the geographical area served.

b. Advisory Committees Required

Each vocational service area and each course within the Trade and Industrial service area receiving any type of vocational financial assistance through a local educational agency, shall establish an advisory committee. The advisory committee shall meet no less than twice per year.

c. Composition of Advisory Councils

Local advisory councils appointed under a. above shall be composed of members of the general public including representatives of business, industry and labor, with the majority from the private sector. In addition, it is required that such councils shall include representation of both sexes and of racial and ethnic minorities of the geographic area served.

d. Composition of Advisory Committees

Advisory committees which serve specialized programs or service areas shall be composed of persons with special knowledge and experience to adequately advise the instructor(s) of that service/course area and administrator(s) of the school or area vocational center. The committees should be composed of persons outside the education profession chosen from the community or geographic area served.

e. Certification of Advisory Council

Each eligible recipient shall certify in its local Three-year plan that the local advisory council for vocational education has been organized and has reviewed the local Three-year plan and recommends approval as written. Minutes will be kept of each Advisory Council meeting and forwarded to the school district Superintendent for review and action.

f. Certification of Advisory Committees

Each eligible recipient will affirm through the Assurances of the three-year plan that advisory committees have been established as described in 3.b. above. Minutes will be kept of each advisory committee meeting and forwarded to the area vocational center director or high school principal for review and action.

4. Local Plans

a. Each eligible recipient desiring to receive Federal funds shall submit a local plan to the State Board of Education for the use of those funds which satisfies the requirements established by the State Board of Education and is for a period of time which is covered by the State Plan. (F)

b. The State Board shall establish requirements for local plans and amendments to local plans, except that each local plan must: (1) set forth the vocational education programs, services, and activities to be funded; and (2) describe how the proposed programs, services, and activities have been coordinated with relevant programs under the JTPA and the Adult Education Act, in order to avoid duplication. (F)

c. The local Three-year (1988-89 to 1990-91) plan for vocational education is due in the Office of Vocational Education by August 15, 1988.

d. Each eligible recipient shall make the local plan available for review and comment by interested parties, including the appropriate administrative entity under the JTPA. (F)

e. Procedures for Local Plan Review and Approval

(1) Application forms for vocational education programs and tentative Federal allocations are distributed to each local education agency by the Office of Vocational Education.

(2) The local educational agency may secure assistance with the preparation of the local plan application from the vocational education staff in the Office of Vocational Education.

(3) The local educational agency shall submit three (3) copies of its local plan as an application to the Director, Office of Vocational Education, by the date specified.

(4) The Office of Vocational Education staff shall review the plan and approve or advise the eligible recipient of necessary revisions for approval.

(5) The Director, Office of Vocational Education, shall notify the local educational agency of final plan approval.

(6) Local plans, including annual updates, not received in the Office of Vocational Education by September 1 of each fiscal year, for which funds are being requested, will be funded from the date of approval or the date received in the Department of Education in an approvable form.

(7) Local plans may be amended by the local educational agency at anytime prior to April 1 of the current funding year. Amendments shall be processed as the original plan. The amendment review and approval process shall be the same as for the original application.

f. Criteria for approval of Local Plans

Applications submitted by eligible recipients for Federal assistance under the Carl D. Perkins Vocational Education Act of 1984, will be reviewed and approved based on the following criteria:

(1) Application was received by the specified submission due date;

(2) Agreement form provides required assurances for compliance with P. L. 98-524 and is signed by the local school district superintendent or other appropriate administrator;

(3) Sets forth the proposed use of Federal funds for Vocational Education programs, services and activities;

(4) The proposed use of funds is in accordance with the amount of funds allocated to each eligible recipient and is in compliance with all other fiscal requirements under P. L. 98-524 (non-federal matching, maintenance of effort, etc.);

(5) Describes the coordination with relevant programs conducted under the Job Training Partnership Act and the Adult Education Act, to avoid duplication.

g. Appeal Process

Any local educational agency (dissatisfied with action of the State Department of Education with respect to approval of a local plan by such local agency for a grant pursuant to P. L. 98-524) shall be offered reasonable notice and opportunity for a hearing. The procedures for a hearing are:

(1) The Director, Office of Vocational Education, shall notify the appropriate official of each local educational agency of action on a plan.

(2) The local educational agency shall have ten (10) days to notify the Director, Office of Vocational Education, of any dissatisfaction with the action.

(3) The Director shall notify the Deputy Superintendent for Instruction, in writing, of the need for a hearing if a decision cannot be reached.

(4) The written notice from the Office of the Director shall designate the time and place of the hearing and state the minimum time limitation for accepting evidence.

(5) Such hearings shall not be earlier than four weeks nor later than two months after the action is taken.

(6) The hearing shall be conducted by three disinterested staff members from the Department of Education, not associated with the administration of Vocational Education and designated by the Deputy Superintendent for the Division of Instruction. A written record of the hearing shall be made.

(7) Following any hearing, the Director, Office of Vocational Education, shall provide written notice to the local educational agency within twenty-five days of the Board's action.

5. Evaluations

a. All vocational education programs shall be evaluated in accordance with the vocational education program standards (refer to e.) adopted by the State Department of Education in December, 1980, and shall be subject to an in depth evaluation at least once every five years (at least twenty percent of eligible recipients each year). (F)

b. School districts will be notified one year in advance of their approaching evaluation. At the same time, the districts will be reminded that a mandatory element of the evaluation is that a self-study of the vocational delivery system in the district be performed using the Vocational Education Program Standards. As the district conducts the self-study, it should determine its compliance with the criterion listed for each standard. It will be necessary for school districts to submit to the Office of Vocational Education specific documentation which will validate compliance with those standards which include criteria set forth in certain federal and state regulations, i.e., the Education Improvement Act, the Employment Revitalization Act and the Carl D. Perkins Vocational Education Act.

c. A written report will be complied by the team members. The compliance status of the ten required standards will be specifically addressed and recommendations for compliance will be submitted for those areas found to be deficient. Also, a narrative report will be included on the areas reviewed at random and the areas that the district requested to be reviewed.

d. Any school district which does not comply with any of the ten mandated standards will be required to submit a Program Improvement Plan. A follow-up visit may be conducted during the following year to assure that the deficient areas have been corrected.

e. <u>Vocational Education Program Standards and Evaluation Criteria</u>

Many of the program standards have been coordinated with existing federal and state regulations. In addition, standards above and beyond those regulations have been included to further strengthen vocational programs. To denote the coordination effort, each standard has been labeled as follows:

F - Federal Regulation

S - State Regulation

Q - Quality

A. SCHOOL DISTRICT ADMINISTRATION

A.1 A systematic assessment of current and projected manpower needs and student needs and interests has been conducted which provides the basis for program modification. (F, S, Q)

Acceptable Evidences:

Placement records, student needs assessment, business/industry needs assessment, and enrollment and completion data

Criteria: (extent to which each criterion is met)

a. Current and projected manpower needs are determined by:

1. Business/industry surveys.
2. Information from student placement records or other follow-up data.
3. Employment Security Commission data.
4. Other (specify).

b. Student interests and needs are determined by:

1. Student surveys.
2. Student interviews.
3. Other (specify).

c. There is evidence that the needs assessment information is used in:

1. Program planning/modification.
2. Program evaluation.

d. As a result of the needs assessment, there is evidence of program modifications having been made or planned. Briefly describe the modifications and time tables involved.

A.2 Each local school district shall have an active Vocational Education Advisory Council with appropriate community representatives from business and industry. (S, Q)

Acceptable Evidences:

Identification of council members (name, address, firm, position, race, sex, etc.), dates of council meetings, minutes of meetings, documentation of recommendations, and documentation of feedback to council members

Criteria: (extent to which each criterion is met)

a. The Vocational Education Advisory Council is representative of the clientele and groups that make up the entire community. These include: (check all that apply)

1. Representatives of business/industry.
2. Representation of both sexes.
3. Representation of minorities.

b. The Vocational Education Advisory Council advises on: (check all that apply)

1. Coordination with other programs and services.
2. The relevance of programs and courses being offered by the district in meeting current and projected manpower needs.
3. The development of the district's local plan for vocational education.

c. The council meets at least two times per year.

d. Minutes of the council meetings are submitted to the superintendent for review and action.

e. Council recommendations have been implemented as follows:

(The Administrative Provisions for Vocational Education provides options for establishment of the local Advisory Council at the area vocational center level.)

A.3 A written statement of philosophy and objectives for the school district vocational education program shall be developed. (Q)

Acceptable Evidences:

Copy of philosophy and objectives and description of dissemination procedures

Criteria: (extent to which each criterion is met)

a. The philosophy and objectives are well defined and functionally stated.

b. The philosophy and objectives for the school district vocational education program are developed and in harmony with each school philosophy.

c. The philosophy and objectives are disseminated to general and specific populations.

A.4 An administrative staff, organization, and management system shall be developed and implemented to enhance and facilitate the goals and purpose of each school district vocational education program. (Q)

Acceptable Evidences:

Identification of school district administrative staff, organizational chart, job descriptions, and reports and plans required by the State Department of Education

Criteria: (extent to which each criterion is met)

a. The school district submits required reports and responds to requests for information in a timely and accurate manner.

b. The school district is administratively staffed and organized so as to assure attainment of program objectives.

c. An administrative plan exists which assigns various levels of administrative responsibility for vocational education to specific administrators, and these responsibilities are clearly stated as part of their job descriptions.

d. The office information system includes appropriate data and provides for access to various reports and records.

e. The school district publishes policies governing vocational education programs.

f. The various vocational education administrative assignments, (including name, title, location and responsibility) are clearly communicated to the: (check all that apply)

1. District administration.
2. Vocational education teaching personnel.
3. Guidance and counseling personnel.
4. Advisory council and each program advisory committee.

g. School district superintendents shall serve as ex-officio, non-voting members of multi-district vocational school boards.

A.5 A vocational education plan, as specified by the Office of Vocational Education, shall be developed by each school district and/or multi-district area vocational center. (F, S, Q)

Acceptable Evidences:

Vocational education plan, list of committees and persons assisting in plan development, and dissemination plan

Criteria: (extent to which each criterion is met)

a. The administration has consulted with the vocational education advisory council, program advisory committees, and teachers in the development of the vocational education plan.

b. The vocational education plan contains accurate, up-to-date information and data.

c. Planning is conducted on a continuing basis to provide courses relevant to student needs and the changing manpower needs and job opportunities.

d. The planning process provides for the development of new programs and the modification and/or elimination of out-dated ones.

e. Expenditure of federal funds is in accordance with regulations.

f. Special populations, (such as women, members of minority groups, handicapped and disadvantaged persons, etc.), are identified and appropriate services are provided.

A.6 The local school district shall conduct an annual evaluation of the vocational education program. (Q)

Acceptable Evidences:

Copies of previous evaluations, list of improvements/changes as a result of program evaluations, and needs assessment data

Criteria: (extent to which each criterion is met)

a. An evaluation is conducted annually to determine if vocational education programs meet their stated objectives and if they are relevant to the needs of students.

b. Results of all evaluations are used in determining needed changes in course offerings, course content and support services.

c. There is a formal procedure for reviewing the findings and recommendations resulting from evaluations.

d. As a result of state agency and local district evaluations, specific recommendations are selected for implementation.

A.7 The local school district shall have a staff development plan in keeping with policies of the State Board of Education and the local school board. (S, Q)

Acceptable Evidences:

Copy of the staff development plan, description of manner in which needs of vocational instructors were determined, list of staff development activities attended by staff, participant evaluations of staff development activities attended, and documentation of release time and financial assistance

Criteria: (extent to which each criterion is met)

a. A comprehensive staff development plan which provides for professional improvement through courses, work experiences, conferences, seminars, workshops and independent study is available.

b. Professional development opportunities are provided in accordance with the needs and interests of the staff.

c. Professional development opportunities are perceived by the staff to be relevant and beneficial.

d. Provisions are made for personnel to participate in the Annual Vocational Education Conference and other staff development activities arranged by the Office of Vocational Education.

e. Personnel are provided financial assistance to attend staff development activities.

A.8 The local school district shall provide for maintenance, repair and updating of equipment. (Q)

Acceptable Evidences:

Advisory committee recommendations; written procedures for maintenance, repair, and updating of equipment; and annual school district budget

Criteria: (extent to which each criterion is met)

a. Tools and equipment are reviewed by advisory committees to advise on their adequacy and appropriateness.

b. Updating of equipment is provided through the annual school district budget.

c. Maintenance and repair services on equipment are provided through the annual school district budget.

d. Written procedures which provide for the maintenance, repair and updating of equipment are adopted by the local board of education.

B. HIGH SCHOOL/AVC ADMINISTRATION

B.1 The systematic assessments of current and projected manpower needs and student needs and interests are available and are utilized as the basis for program modification. (This standard is not applicable at junior high schools.) (F, S, Q)

Acceptable Evidences:

Needs assessment and analysis

Criteria: (extent to which each criterion is met)

a. The needs assessment data provides:

1. Job market analysis
2. Student needs analysis
3. Population analysis
4. Resource analysis (personnel, financial, facility)

b. There is evidence that the needs assessment information is used in:

1. Course additions
2. Course deletions
3. Course continuation
4. Personnel changes
5. Curriculum modifications
6. Counseling of students
7. Other (specify)

B.2 Each local school district shall have an active Vocational Education Advisory Council with appropriate community representatives from business and industry. (This standard does not apply at high schools or junior high schools.) (S, Q)

Acceptable Evidences:

Identification of council members (name, address, firm, position, race, sex, etc.), dates of council meetings, minutes of meetings, documentation of recommendations, and documentation of feedback to council members

Criteria: (extent to which criterion is met)

a. The Vocational Education Advisory Council is representative of the clientele and groups that make up the entire community. These include: (check all that apply)

1. Representatives of business/industry.
2. Representation of both sexes.
3. Representation of minorities.

b. The Vocational Education Advisory Council advises on: (check all that apply)

1. Coordination with other programs and services.

2. The relevance of programs and courses being offered by the district in meeting current and projected manpower needs.

3. The development of the district's local plan for vocational education.

c. The council meets at least two times per year.

d. Minutes of the council meetings are submitted to the superintendent for review and action.

e. Council recommendations have been implemented as follows:

(The Administrative Provisions for Vocational Education provides options for establishment of the local Advisory Council at the area vocational center level.)

B.3 A written statement of philosophy and objectives for the school vocational education program shall be developed. (Q)

Acceptable Evidences:

Copy of philosophy and objectives and description of dissemination procedures

Criteria: (extent to which each criterion is met)

a. The philosophy and objectives are well defined and functionally stated.

b. The philosophy and objectives for the school vocational education programs are developed and in harmony with the school district philosophy.

c. The philosophy and objectives are disseminated to general and specific populations.

B.4 Appropriate administrative, guidance and support staff to effectively manage the vocational education program shall be provided by each school. (F, S, Q)

Acceptable Evidences:

List of administrative personnel, list of guidance personnel, list of support personnel, job descriptions, faculty handbook and student handbook

Criteria: (extent to which each criterion is met)

a. The school is adequately staffed to achieve the goals and objectives of the vocational program.

b. Administrative, guidance and support staff have been assigned appropriate responsibilities and duties which are clearly stated as part of the written job descriptions.

c. Adequate secretarial services are provided.

d. Adequate custodial services are provided.

e. The school publishes and distributes procedural and informational materials which describe the operation of the vocational program and services.

B.5 A written public relations program shall exist to inform the local community of the educational objectives, major activities and accomplishments of the vocational program. (This standard not applicable at junior high schools.) (Q)

Acceptable Evidences:

Written public relations program, identification of current promotional activities, identification of methods of dissemination, and assessment of public relations program

Criteria: (extent to which each criterion is met)

a. The written public relations program includes:

1. Specific objectives.
2. Specific activities correlated directly with program objectives.
3. Evaluation procedures.

b. Steps are taken to ensure that public relations and promotional activities do not discriminate against persons on the basis of race, color, national origin, sex or handicap.

c. Responsibility for the vocational education public relations program has been assigned to appropriate staff. If yes, specify persons, their titles and the promotional activities to which they have been assigned.

B.6 The vocational education program shall be articulated with post-secondary programs. (This standard not applicable at junior high schools.) (S, Q)

Acceptable Evidences:

Copy of articulation agreements, examples of successful activities, evidence of planning meetings, and documentation of advanced placement

Criteria: (extent to which each criterion is met)

a. A current articulation agreement is available.

b. Communication among faculties, institutions and agencies necessary for coordination and/or articulation has been established.

c. A system is provided that permits students to move from secondary to post-secondary programs with advanced placement granted through equivalency and/or proficiency evaluations.

d. A system for sharing facilities and staff is developed.

B.7 Coordination shall exist within and/or between the high school(s) and the area vocational center in the areas of administration, guidance and program offerings. (Q)

Acceptable Evidences:

Minutes of meetings which reflect coordination efforts, prevocational course outline, and listing of high school and area vocational center vocational course offerings

Criteria: (extent to which each criterion is met)

a. Coordination will address unnecessary duplication of course offerings.

b. Periodic meetings are scheduled between high school and area vocational center administrations and guidance personnel.

c. Coordination exists between beginning level courses at high schools and advanced courses at area vocational centers.

d. Prevocational Education which prepares students for in-depth skill training offered at the eleventh and twelfth grade levels is offered on the ninth and/or tenth grade levels.

e. The Prevocational Education program will consist of:

1. In schools with a six-week reporting period, units of instruction in five occupational service areas plus the world of work.
2. In schools with nine-week reporting periods, offer four occupational service areas and include the world of work in each area.

f. The units of instruction in Prevocational Education are selected from the occupational service areas available in the school and/or area vocational center.

g. The Prevocational Education program is designed to assist students in making meaningful choices of vocational programs regardless of their race, color, sex or handicapping condition.

h. Faculty meetings are scheduled on a regular basis.

B.8 The school shall have a systematic vocational program evaluation process. (Q)

Acceptable Evidences:

Copies of evaluation instruments, list of specific improvements/changes made as a result of evaluations, implementation plan for program improvement, and copies of previous evaluations

Criteria: (extent to which criterion is met)

a. There is a procedure for the continuing and/or periodic evaluation of the vocational education program.

b. Program evaluation is a continuous process and provides data for planning, decision making and program improvement.

c. Program evaluation allows for the analysis of:

1. Effectiveness of advisory committees.
2. Enrollment trends.
3. Placement rates.
4. Completion rates.
5. Other.

d. There is a formal procedure for reviewing and implementing the recommendations resulting from the vocational program evaluations.

B.9 Vocational education personnel shall meet South Carolina certification requirements for their respective vocational education assignments. (S, Q)

Acceptable Evidences:

Documentation of certification, documentation of assistance rendered, examples of involvement and participation by personnel, e.g. list of organizations/associations joined, list of professional development activities attended

Criteria: (extent to which each criterion is met)

a. All vocational personnel currently meet South Carolina certification requirements.

b. Assistance is provided to personnel in obtaining professional certification.

c. Assistance is provided to personnel in maintaining professional certification.

d. Professional and technical competencies are maintained through participation and involvement in:

1. Professional organizations and associations.
2. Local staff development activities/programs.
3. The Annual Vocational Conference and other staff development activities arranged by the Office of Vocational Education.

B.10 Vocational programs shall be provided financial support necessary for accomplishment of program objectives. (F, S, Q)

Acceptable Evidences:

Local district plan, copy of annual budget for each vocational program/course, evidence of cooperative planning, and financial records

Criteria: (extent to which each criterion is met)

a. Adequate financial support is provided for:

1. Personnel.
2. Instructional supplies and materials.
3. Equipment.
4. Travel.

b. The administrator involves the vocational education faculty and staff in the development of the annual budget.

c. Federal vocational funds are used to support only vocational education program purposes.

d. Accurate financial records are on file.

B.11 An inventory of equipment, tools and furnishings purchased with local, state or federal vocational funds shall be conducted annually. (S, Q)

Acceptable Evidences:

Copy of annual inventory

Criteria: (extent to which each criterion is met)

a. An inventory of equipment, tools and furnishings is maintained and on file in:

1. Administrative office.
2. Department office.

b. The annual physical count inventory allows for total accountability of all equipment, tools and furnishings.

c. The date and personnel conducting the annual physical count inventory is documented.

C. STUDENT SERVICES

C.1 Vocational education program admission policies and practices shall be clearly written, published and widely disseminated. (F, S, Q)

Acceptable Evidences:

Copy of admission policies and practices and method of dissemination

Criteria: (extent to which each criterion is met)

a. Vocational education program admissions policies and practices:

1. Are clearly expressed, published, and widely disseminated in the school and community.

2. Conform with suggested grade levels outlined in the Defined Minimum Program.

3. Students enrolling in vocational programs which are not preparatory for employment have been clearly advised of this fact.

4. Includes provisions to inform handicapped and disadvantaged students and their parents of the opportunities available and the requirements for eligibility for enrollment in vocational education programs. This information shall normally be provided at the eighth grade level, but in no case later than the third month of the ninth grade.

5. Contain provisions for assisting students in making informed decisions about occupational/educational objectives.

6. Contain a statement of non-discrimination.

7. Contain provisions to accommodate transient students.

8. Contain provisions for students to re-enter the program with full credit for previous learning.

C.2 Provisions shall be made to prevent sex discrimination in vocational programs. (F, S, Q)

Acceptable Evidences:

Identification of specific activities designed to acquaint students with non-traditional areas of occupations, (for example as specified in the annual guidance plan), copies of information disseminated to students and class rosters

Criteria: (extent to which each criterion is met)

a. Student recruitment information clearly indicates that all courses are available to students of both sexes.

b. Students are encouraged to consider enrollment in courses or programs which may be non-traditional occupational fields for either sex.

c. Students are enrolled in non-traditional vocational education programs.

d. Course descriptions and curriculum materials do not project sex bias and/or stereotyping.

C.3 When students are identified as handicapped who require additional or modified vocational education instruction and services and are being served with federal vocational handicapped funds, a vocational component of the Individualized Education Program (IEP) shall be prepared, as prescribed by the Education for the Handicapped Act. (F, S, Q)

Acceptable Evidences:
List of students served with vocational handicapped funds (Office of Vocational Education collection form for handicapped students), IEP committee procedures, vocational component of the Individualized Education Plan, examples of student evaluations, and list of IEP committee members and Form 6 of local vocational plan

Criteria: (extent to which each criterion is met)

a. A vocational education representative serves on the IEP committee for the identification of the handicapped student's vocational program.

b. The appropriate vocational instructor participates in the development of the vocational component of the IEP.

c. The vocational component of the IEP states the short- and long-term educational objectives to be achieved by each individual student.

d. The appropriate instructor has been provided a copy of the vocational component of the IEP for each identified handicapped student in the course.

e. The progress of each identified handicapped student is evaluated annually as specified in the vocational component of the IEP.

f. When a separate program, (credit granting), is required for handicapped students, the expenditure of federal funds utilized to provide services and activities pays only for the portion of the program which exceeds the average per-pupil expenditure for a corresponding regular program.

C.4 A written plan for disadvantaged students who are being served with federal disadvantaged vocational funds, describing special services, assistance or curriculum modification shall be developed. (F, S, Q)

Acceptable Evidences:

Form 6 of local vocational plan, Office of Vocational Education disadvantaged student collection form

Criteria: (extent to which each criterion is met)

a. The written plan for disadvantaged students includes:

1. Specific objectives.
2. Specific activities correlated directly with program objectives.
3. Teacher name, program/services location(s).
4. Evaluation procedures.

b. A copy of the written plan is provided to all appropriate instructional personnel.

c. When a separate program (credit granting) is required for disadvantaged students, the expenditure of federal funds utilized to provide services and activities pays only for the portion of the program which exceeds the average per-pupil expenditure for a corresponding regular program.

C.5 Guidance services shall be provided for all vocational students as stipulated by the student counselor ratio outlined in the Defined Minimum Program. (S)

Acceptable Evidences:

Records of guidance and counseling services, daily counseling schedules, and school enrollment

Criteria: (extent to which each criterion is met)

a. Student-counselor ratio complies with criteria stipulated in the Defined Minimum Program.

C.6 A separate vocational guidance plan shall be developed, or vocational education services shall be addressed in the comprehensive guidance plan of the school. (Q)

Acceptable Evidences:

Copy of the plan and evidence of dissemination

Criteria: (extent to which each criterion is met)

a. The written plan of guidance services includes:

1. Specific objectives.
2. Specific activities correlated directly with program objectives.
3. Evaluation procedures.

b. The plan addresses recruitment, counseling, placement and follow-up.

c. A copy of the plan is on file in the school.

d. The plan is disseminated to appropriate personnel, e.g., vocational teachers, administrators, etc.

C.7 Guidance and counseling services shall encompass the necessary information and assistance for all students to make occupational and educational decisions. (F, Q)

Acceptable Evidences:

Time schedules for individual and group guidance sessions, number of students actually served, identification of procedures to advertise counseling service, provisions for serving out-of-school youth, adults and special populations, program brochure/handbook, and examples of available resources

Criteria: (extent to which each criterion is met)

a. Individual counseling and group guidance are used to assist all students in making educational and vocational plans.

b. Counseling is available to out-of-school youth, adults and special populations.

c. Students are provided up-to-date information and resources as bases for making career decisions.

d. A variety of appropriate testing programs and other sources of information is used to aid in the guidance and counseling of students.

C.8 Coordinated placement services shall be provided to assist students in securing employment or further education in the occupational area for which they are trained. (F, S, Q)

Acceptable Evidences:

Specific description of available services and activities, identification of individual to coordinate placement services, records of student placements and job descriptions

Criteria: (extent to which each criterion is met)

a. Placement responsibilities are clearly identified.

b. The following information is available to students:

1. Labor market.
2. Educational.
3. Military.

c. Administrators, counselors and instructors are active participants in placement efforts.

d. Non-technical employability skills training is provided, e.g., job search, job application, job interview, etc.

e. Regular coordination is maintained with placement sources.

f. A systematic referral procedure is a part of placement services.

C.9 Follow-up data are collected and records are prepared and maintained as stipulated in the Administrative Provisions for Vocational Education. (S, Q)

Acceptable Evidences:

Follow-up records

Criteria: (extent to which each criterion is met)

a. All completers are surveyed at approximately ten months after graduation.

b. Follow-up records are maintained for a period of five years.

c. A follow-up report is submitted to the Office of Vocational Education in a timely and accurate manner.

C.10 Student services shall be provided financial support necessary for accomplishment of identified objectives. (F, Q)

Acceptable Evidences:

Annual budget and financial records

Criteria: (extent to which each criterion is met)

a. Adequate financial support is provided for:

1. Professional staff.
2. Clerical support.
3. Facilities.
4. Supplies and materials.
5. Equipment.
6. Travel.

C.11 The school shall have a systematic evaluation process for student services. (Q)

Acceptable Evidences:

Copy of evaluation instrument, list of specific improvements/changes made as a result of evaluations, copies of previous evaluations, and implementation plan for improvement of student services

Criteria: (extent to which each criterion is met)

a. There is a procedure for the continuing and/or periodic evaluation of student services.

b. Results of evaluations are used in determining needed improvements/changes in student services.

c. There is a formal procedure for reviewing and implementing recommendations resulting from the student services evaluations.

D. CURRICULUM AND INSTRUCTION

D.1 Each Vocational Education service area and each program within the Trade and Industrial Education service area receiving vocational financial assistance shall establish an advisory committee. (S, Q)

Acceptable Evidences:

Identification of committee members (name, address, firm, position, race, sex, etc.), dates of committee meetings, minutes of meetings, documentation of recommendations, and documentation of feedback to committee members

Criteria: (extent to which each criterion is met)

a. The advisory committee meets a minimum of twice annually.

b. The composition of the advisory committee is representative of the community and business industry which it serves.

c. The advisory committee is composed of at least three members.

d. The advisory committee contributes to the determination of program needs, objectives and course content.

e. Minutes of the committee meetings are submitted to the principal/director for review and action.

f. Committee recommendations have been implemented.

D.2 A course syllabus and performance-based lesson plans shall be developed and used in each vocational program. (S, Q)

Acceptable Evidences:

Course syllabus, lesson plans, method of student evaluation, school calendar/class schedule, report of on-site visits by licensing board (where applicable) and process and results of program

Criteria: (extent to which each criterion is met)

a. Course syllabus and lesson plans reflect the utilization of performance-based instructional techniques.

b. Competencies are identified and used as measures to determine whether or not students meet performance objectives.

c. Learning experiences are varied to assist all students in achieving stated objectives (check all that apply)

1. Classroom/laboratory work.
2. Student organizational activities.
3. Field trips.
4. Occupational work experience.
5. Resource speakers.

d. Student progress is measured through an appropriate on-going process.

e. The instructional program is conducted according to established regulations and criteria of the appropriate state licensing board (State Board of Nursing, Cosmetic Arts Board).

f. There is a continuous process for evaluating and improving the instructional program.

AGRICULTURAL EDUCATION ONLY

g. Local programs of vocational agricultural education and the school district's needs assessment for agricultural education programs are reviewed by the State Department of Education consultants for agricultural education with the participation of an advisory team consisting at minimum of a member of the local advisory committee for vocational agriculture, a member of the local advisory council for vocational education and a teacher educator for agricultural education from Clemson University.

D.3 The vocational education program shall comply with enrollment standards outlined in the state regulations. (S, Q)

Acceptable Evidences:

Class rollbook, approved experimental applications (if applicable)

Criteria: (extent to which each criterion is met)

a. Enrollment is in compliance with standards outlined in state regulations.

b. There are no classes containing mixed levels of students.

c. The program is conducted as stipulated in the Defined Minimum Program or as approved by experimental application.

D.4 The vocational education program shall comply with placement standards outlined in state regulations. (S, Q)

Acceptable Evidences:

Follow-up records (three years minimum)

Criteria: (extent to which each criterion is met)

a. The placement rate is in compliance with state regulations.

D.5 Programs utilizing the cooperative method of instruction shall be operated in accordance with the provisions outlined in the Administrative Provisions for Vocational Education. (F, S, Q)

Acceptable Evidences:

List of participants (student's name, age, training station, job title), training plans, training agreements, visitation schedule, copies of employer evaluation, wage and hour sheets and travel budget

Criteria: (extent to which each criterion is met)

a. An individually developed training plan is on file and followed by each student.

b. Training agreements are on file.

c. The teacher/coordinator or designee is provided sufficient time to coordinate on-the-job work experience.

d. Adequate financial assistance is provided the teacher/coordinator or designee for travel.

e. The teacher/coordinator or designee visits the student and employer at the training site to monitor student progress as outlined in the training plan.

f. Students are evaluated periodically by the employer.

g. All provisions of local, state, and federal labor laws are followed.

D.6 Community resources shall be identified and utilized to enhance the quality of the instructional program. (Q)

Acceptable Evidences:

Description of use of community resources

Criteria: (extent to which each criterion is met)

a. The school initiates and maintains liaison with business and industry.

b. Community organizations cooperating with the programs are identified.

c. Community resources are used to supplement classroom instruction (e.g., speakers, consultants, learning resources, donations, work experience, field trips, etc.).

D.7 When disadvantaged students are enrolled in a vocational course, the instructor shall be knowledgeable of and actively participate in the special services provided. (F, S, Q)

Acceptable Evidences:

Identification of disadvantaged student, a copy of the written plan detailing the specific provisions

Criteria: (extent to which each criterion is met)

a. A copy of the written plan is on file with the instructor.

b. Coordination exists between instructor and service provider.

c. The special services, assistance or curriculum modifications provided meet the needs of the students identified as disadvantaged.

d. The instructor participates in the evaluation of services provided.

(This standard is applicable only when federal vocational education funds for disadvantaged students are being utilized.)

D.8 When handicapped students are enrolled in a vocational course, the instructor shall be knowledgeable of and actively participate in the special services provided. (F, S, Q)

Acceptable Evidences:

Identification of handicapped students and vocational component of IEP's

Criteria: (extent to which each criterion is met)

a. A copy of the vocational component of the IEP is on file with the instructor.

b. Coordination exists between instructor and service provider.

c. The special services, assistance or curriculum modifications provided meet the needs of the students identified as handicapped.

d. The instructor participates in the evaluation of services provided.

e. The instructor evaluates the progress of each handicapped student annually as specified in the vocational component of the IEP.

D.9 The recognized vocational student organizations, when established, shall function as an integral part of the respective vocational instructional program. (F, S, Q)

Acceptable Evidences:

Membership roster, recruitment procedures/activities, local program of work, lesson plans/instructional activities, evidence of student participation in planned activities, minutes of meetings

Criteria: (extent to which each criterion is met)

a. All vocational students are informed of and given opportunities to participate in the appropriate vocational education student organization.

b. Vocational education student organization activities are conducted under the direct supervision of the respective vocational instructor.

c. Vocational students are given the opportunity to participate in planned leadership activities appropriate to the respective vocational student organization on a local, district, regional, state and/or national level.

d. The student organization functioning as an integral part of the instructional program is (specify)_____.

e. The local program of work and related learning activities reflectthe goals and purposes of the respective student organization.

D.10 All local, state and federal safety requirements are being met. (F, S, Q)

Acceptable Evidences:

Lesson plans which deal specifically with safety instruction, copies of results of student/safety tests, and observation of facilities

Criteria: (extent to which each criterion is met)

a. Pertinent safety instruction is provided.

b. Students are evaluated to assess comprehension of safety standards.

c. Eye protection is provided and used properly.

d. Approved fire extinguishers are readily accessible.

e. Guards are provided to protect from hazards or rotating parts.

f. Laboratory has emergency disconnect switches or other acceptable safety devices.

g. Power tools and other electrical equipment are properly grounded.

h. Flammable materials and liquids are appropriately stored.

i. Sufficient electrical outlets are provided and used properly.

j. A first-aid kit is readily available.

k. Exterior exits are visibly marked.

l. Safety standards/regulations are posted.

m. Supplies and equipment are handled and stored in accordance with good safety practices.

n. Spacing of equipment ensures safe and efficient instruction and use.

D.11 Instructional materials and supplies shall be available for each student. (F, S, Q)

Acceptable Evidences:

Inventory of texts/other instructional materials, observation of consumable supplies, instructional budget, and lesson plans

Criteria: (extent to which each criterion is met)

a. An instructional budget is provided the instructor at the beginning of the school year.

b. Instructional materials are provided in sufficient quantity to meet program objectives.

c. Lesson plans reflect effective utilization of supplies and materials.

d. Written instructional materials are non-discriminatory and non-biased.

e. Consumable supplies are provided in sufficient quantity to meet program objectives.

f. Instructional materials are accurate in content and reflect current occupational knowledge and practice.

g. Instructional materials are available to accommodate student differences.

D.12 The equipment on which the vocational student is trained is comparable to the equipment found in the occupation for which training is provided, is properly installed, and fully operational. (F, Q)

Acceptable Evidences:

Observation of equipment, plan for equipment replacement, lesson plan and inventory

Criteria: (extent to which each criterion is met)

a. Inoperable and obsolete equipment is replaced as needed.

b. The type, variety and quantity of equipment is such that manipulative skills needed for employment can be demonstrated and practiced.

c. The equipment lists recommended by the Office of Vocational Education are used as guides in securing and updating euipment.

d. Lesson plans reflect the appropriate utilization of tools and equipment.

e. A complete inventory of equipment, tools, and furnishings is made annually and properly documented.

f. Equipment is properly installed and fully operational.

D.13 Facilities for vocational education programs shall be provided to ensure a favorable climate for learning and shall duplicate as nearly as possible the actual work situation found in the occupation for which training is provided. (S, Q)

Acceptable Evidences:

Observation of facilities

Criteria: (extent to which each criterion is met)

a. Facilities are adequate for the number of students enrolled.

b. Each classroom or laboratory is utilized for the specific purpose for which it was intended.

c. Adequate lighting, ventilation and heating are provided in all areas.

d. Facilities provided for use by handicapped students are in compliance with state and federal regulations.

e. Facilities are satisfactory to serve both males and females who are enrolled in the program.

f. Aisles and passageways are clear.

6. Reporting Requirements

Listed below are the reporting requirements for compliance with Federal and/or State reporting needs for local educational agencies.

Failure to submit reports may jeapordize allocations of funds to school districts.

a. **Local Plans**

(1) Purpose: To serve as the local proposal for vocational education programs, services, and activities to be funded and as the agreement between the State Board of Education and the local school district or other eligible recipient.

(2) Timeline: July - September

(3) Procedures: Each school district and/or eligible recipient will complete a local plan application to include all data outlined in the General Administrative Provisions under Local Plans. These plans will be used to determine program and funding eligibility.

b. **Fall Enrollment/Special Needs**

(1) Purpose: To collect unduplicated enrollments in vocational education.

(2) Timeline: October - November

(3) Procedures: Each school will provide unduplicated numbers of students in each vocational service area by race and gender. Each school will also provide data on the number of handicapped, disadvantaged and Limited English-Speaking students in those areas. These data will be used to determine distribution of funds to be allocated for the following year.

c. **Placement**

(1) Purpose: To collect placement data related to vocational students at least ten (10) months after completing vocational programs.

(2) Timeline: March - April

(3) Procedures: Each school will provide numbers of students in the following categories: Number of completers, number whose status is unknown, number who are still in high school, number continuing education at the post-secondary level, number in the military, number employed, and number unemployed. In the areas of continuing education, military, and employed, students are "related" or "unrelated." The placement data will be used to assess each program's adherence to the requirements of the Education Improvement Act of 1984.

d. **Completers**

(1) Purpose: To collect data on students who are completing a vocational sequence of courses.

(2) Timeline: April - May

(3) Procedures: For each course, schools provide data on each student's name, birth date, sex, race, special status (handicapped, disadvantaged or Limited English-Speaking) and whether the student is returning to high school. These data are used for purposes of descriptive summaries of completers, and for a basis of placement follow-up the following year.

e. **Adult Enrollment**

(1) Purpose: To collect data on long-term and short-term enrollments of adults in vocational programs.

(2) Timeline: A. Long-term: fall
B. Short-term: periodically throughout the year.

(3) Procedures: A. Long-term
These data are collected as a part of the fall enrollment of vocational programs.

B. Short-term

Enrollments in agriculture and home economics programs are collected through the state consultants for those areas. Enrollments in all other programs are collected through the Industry/Education Liaison office.

f. **Teacher Education Institutions**

(1) Purpose: To report to the Office of Vocational Education the activities accomplished through programs funded by the office.

(2) Timeline: The first report is due in February and the final report is due in June.

(3) Procedures: These reports shall follow a format designated at the teacher educator planning conference, which is held each October.

g. **Annual Vocational Progress Report**

(1) Purpose: To report to the Office of Vocational Education the objectives achieved through programs funded by the office.

(2) Timeline: August 15--annually.

(3) Procedures: Each eligible recipient shall report on objectives outlined in their approved three year plan. Federally funded programs, services or activities are to be described with specific results given.

IV. State Administration (continued)

B. Financial Management

1. General Financial Policies and Procedures

a. Allocation of State Funds

State funds will be allocated to local educational agencies and institutions to support approved vocational programs, services, and activities to train individuals to meet the needs of business and industry, based on the formula described in the South Carolina Education Finance Act of 1977. Federal funds will continue to be allocated by formula to the local school districts to serve as a supplement to the State funds. (F, S)

b. Funding Vocational Education Centers

Vocational courses or programs presently funded at a vocational center drawing students from more than one school district shall continue to be funded unless written approval for deletion is given by the Director, Office of Vocational Education. (S)

c. Maintenance of Effort

Payments of Federal funds shall not be made to a local agency which has not maintained local fiscal effort from State/local funds for vocational education. In determining that there is no decrease in local effort, the State Board shall consider for each local three-year plan/annual plan update that: the aggregate expenditures from State and local sources for vocational education for the fiscal year (or program year) preceding the fiscal year (or program year) for which the determination is made, at least equaled the expenditures for vocational education for the second preceding fiscal year (or program year).

d. Noncommingling of Funds

Federal funds allotted by the State shall not be commingled with State or local funds so as to lose their identity as Federal funds. A separate ledger account shall be maintained to assure that each expenditure of Federal funds can be separately identified as such. (F)

e. Matching (Local Educational Agencies)

Total Federal funds received by the State under the Carl D. Perkins Vocational Education Act shown in the local plan shall as a minimum be matched overall (dollar for dollar) with State/local funds. Federal funds used for State Administration and Local Administration under Title III, Parts A and B, must be matched (dollar for dollar)

with state/local funds. It is not necessary that Federal funds be matched by State and/or local funds for the following: Title II Part A - Sex Equity, Single Parents/Homemakers, and Incarcerated; and, Title III-Part A (Vocational Education Support Programs by Community-Based Organizations) and Title III-Part B (Consumer and Homemaking Education). (F)

Federal funds allocated to LEA's by the State Board of Education for disadvantaged, handicapped, and adult programs/services shall be matched at the State level. (S)

f. Fiscal Accounting Procedures

Local educational agencies and institutions shall be reimbursed on a quarterly basis for Federal funds. The reimbursement requests must be based on expenditures from the local plan. All requests for reimbursement must be in the Office of Vocational Education within 15 days after the close of each quarter with the final request due by July 15 of each fiscal year. School district superintendents will be notified by letter promptly when reimbursement requests have not been submitted by the due date. Reimbursement requests received subsequent to 30 days after the end of the fiscal year (June 30) will not be honored. (S)

2. Allocation of Federal Funds

a. State Institutional Agencies

(1) Federal funds used to support approved vocational programs at State institutions shall be allocated prior to determining allocations for local educational agencies. (S)

(2) Federal funds available to the State Board for Technical and Comprehensive Education will be awarded in two unequal amounts. For each appropriate title and part of the Act the larger amount of funds shall be distributed to technical education colleges/other eligible recipients in economically depressed areas of the State. (F)

(3) Federal funds allocated to State institutional agencies shall, as a minimum, be matched dollar for dollar with State/local funds. In-kind contributions shall not be used for matching purposes. (F, S)

b. Carry-Over Federal Funds

Carry-over Federal funds returned by school districts will be reallocated to local educational agencies in accordance with the provisions of the Carl D. Perkins Vocational Education Act. (F)

c. Allocation Method

All Federal funds under P. L. 98-524 to be distributed to eligible recipients shall be divided into two unequal pools. For each appropriate title and part of the Act, the larger pool of funds shall be distributed to eligible recipients in economically depressed areas of South Carolina (See Criteria Used to Designate Economically Depressed Areas on page 50). Federal funds shall be distributed within the economically depressed and non-economically depressed areas to eligible recipients based on (1) Formula Allocations, and (2) Grant Awards. (F)

(1) Formula Allocation Method

(a) Title II--Part A--10%Handicapped

Fifty percent of the funds allocated to eligible recipients shall be based on the relative number of economically disadvantaged individuals enrolled in those eligible recipients during the preceding year compared to the total number of individuals enrolled in all such eligible recipients in the preceding year.

The number of students eligible for free/reduced price lunches in each eligible recipient shall be used to determine the relative number of economically disadvantaged individuals in each eligible recipient.

The remaining fifty percent of funds allocated to eligible recipients shall be based on the relative number of handicapped students served in vocational programs by those eligible recipients during the preceding year compared to the total number of such individuals served by all such eligible recipients in the preceding year.

(b) Title II--Part A--22% Disadvantaged

Fifty percent of the funds allocated to eligible recipients shall be based on the relative number of economically disadvantaged individuals enrolled in those eligible recipients during the preceding year compared to the total number of individuals enrolled in all such eligible recipients (separate allocation for economically and non-economically depressed eligible recipient).

The number of students eligible for free/reduced price lunches in each eligible recipient shall be used to determine the relative number of economically disadvantaged individuals enrolled in each eligible recipient.

The remaining fifty percent of funds allocated to eligible recipients shall be based on the relative number of disadvantaged students (including individuals with limited English proficiency) served in vocational programs by those eligible recipients during the preceding year compared to the total number of such individuals served by all such eligible recipients in the preceding year.

Eligible recipients who reported limited English proficiency disadvantaged students enrolled in vocational education in the prior program year shall specify in their three-year vocational education plan/annual plan update (Form 8) the minimum amount of their Title II - Part A Disadvantaged Set Aside Federal funds that will be expended for vocational education services and activities for limited English proficiency disadvantaged students in the upcoming program year (based on the proportion of limited English proficiency disadvantaged students to the total of disadvantaged students enrolled in vocational education by an eligible recipient in the prior program year).

(c) Title II--Part A--12% Adult

In accordance with the South Carolina Employment Revitalization Act of 1986, the Title II-Part A 12.0% Adult Set Aside will be contracted by the State Board of Education, through a memorandum of agreement, with the State Board for Technical and Comprehensive Education for adult vocational training in technical education colleges and vocational education centers/local school districts.

(d) Title II--Part B--Program Improvement, Innovation and Expansion

Funds shall be allocated to eligible recipients based on prior year enrollments in occupational programs compared to the total enrollment in occupational programs of all such eligible recipients for the prior year. (F, S)

(e) Title III--Part B--Consumer & Homemaker Education

Funds shall be allocated to eligible recipients based on prior year enrollments in consumer and homemaking education courses compared to the total enrollment in consumer and homemaking courses of all such eligible recipients for the prior year. (F, S)

(2) Grant Awards

The following Federal funds shall be awarded to eligible recipients on a grant award basis:

(a) Title II--Part A--3.5% Elimination of Sex Bias and Stereotyping

(Competitive Request for Proposal Basis) (F, S)

(b) Title II--Part A--8.5% Single Parents/Homemakers

Funds shall be distributed between the State Board of Education and the State Board for Technical and Comprehensive Education as follows:

The State Board of Education (Competitive Request for Proposal Basis)	40.0%
State Board for Technical and Comprehensive Education	60.0%

(Allocated to technical colleges based on the number of identified single parents/ homemakers to be served) (F, S)

(c) Title II--Part A--1% Incarcerated

These funds shall be awarded to the South Carolina Department of Corrections and Department of Youth Services based on the number of persons served in vocational education during the prior year. (F, S)

(d) Title III--Part A--Vocational Education Support by Community Based Organizations

(Competitive Request for Proposal Basis) (F,S)

(e) Title III--Part C--Adult Training, Retraining, and Employment Development (when and if funded)

In accordance with the South Carolina Employment Revitalization Act of 1986, the Title III--Part C--Adult Training, Retraining, and Employment Development funds will be contracted by the State Board of Education, through a memorandum of agreement, with the State Board for Technical and Comprehensive Education for adult vocational training in technical education colleges and vocational education centers/local school districts.

(f) Title III--Part D--Guidance and Counseling (when and if funded)

(Competitive Request for Proposal Basis) (F, S)

(g) Title III--Part E--Industry-Education Partnership for Training and High Technology Occupations (when and if funded)

(Competitive Request for Proposal Basis) (F, S)

Criteria Used to Designate Economically Depressed Areas

All school districts in South Carolina were ranked based on: (1) the percentage of families below the poverty level compared to the total number of families in each school district; and, (2) the percentage of persons aged 6 to 17 years in families below the poverty level compared to the total number of persons aged 6 to 17 years in all families in each school district. School districts for which both of the percentage measures were above the State average percentages were designated as economically depressed (51 of 92 school districts in the State were designated as economically depressed areas).

Each of the sixteen (16) technical education colleges in the State were ranked based on the same two criteria used for local school districts, however, the data were aggregated for their respective supporting geographical areas (9 of 16 technical education centers were designated as being in an economically depressed area).

Other eligible recipients were classified based on their location in either an economically depressed or non-economically depressed area of the State.

Source: 1980 Census of Population and Housing, Public Elementary and Secondary School System, National Center for Education Statistics.

"ECONOMICALLY DEPRESSED AREAS"

	School District	
1.	Allendale	01
2.	Bamberg	01
3.	Bamberg	02
4.	Barnwell	29
5.	Beaufort	01
6.	Calhoun	01
7.	Charleston	01
8.	Chesterfield	01
9.	Clarendon	01
10.	Clarendon	02
11.	Clarendon	03
12.	Colleton	01
13.	Darlington	01
14.	Dillon	01
15.	Dillon	02
16.	Dillon	03
17.	Dorchester	01
18.	Dorchester	03
19.	Edgefield	01
20.	Fairfield	01
21.	Florence	01
22.	Florence	02
23.	Florence	03
24.	Florence	04
25.	Florence	05
26.	Georgetown	01

	School District	
27.	Hampton	01
28.	Hampton	02
29.	Horry	01
30.	Jasper	01
31.	Lee	01
32.	Lexington	03
33.	Lexington	04
34.	Marion	01
35.	Marion	02
36.	Marion	03
37.	Marion	04
38.	Marlboro	01
39.	McCormick	01
40.	Orangeburg	01
41.	Orangeburg	02
42.	Orangeburg	03
43.	Orangeburg	04
44.	Orangeburg	05
45.	Orangeburg	06
46.	Orangeburg	07
47.	Orangeburg	08
48.	Spartanburg	07
49.	Sumter	02
50.	Sumter	17
51.	Williamsburg	01

"NON-ECONOMICALLY DEPRESSED AREAS"

	School District	
1.	Abbeville	60
2.	Aiken	01
3.	Anderson	01
4.	Anderson	02
5.	Anderson	03
6.	Anderson	04
7.	Anderson	05
8.	Barnwell	19
9.	Barnwell	45
10.	Berkeley	01
11.	Cherokee	01
12.	Chester	01
13.	Dorchester	02
14.	Greenville	01
15.	Greenwood	50
16.	Greenwood	51
17.	Greenwood	52
18.	Kershaw	01
19.	Lancaster	01
20.	Laurens	55
21.	Laurens	56
22.	Lexington	01
23.	Lexington	02
24.	Lexington	05
25.	Newberry	01
26.	Oconee	01

	School District	
27.	Pickens	01
28.	Richland	01
29.	Richland	02
30.	Saluda	01
31.	Spartanburg	01
32.	Spartanburg	02
33.	Spartanburg	03
34.	Spartanburg	04
35.	Spartanburg	05
36.	Spartanburg	06
37.	Union	01
38.	York	01
39.	York	02
40.	York	03
41.	York	04
42.	S. C. Dept. of Corrections	
43.	S. C. Dept. of Youth Services	
44.	S. C. Dept. of Mental Health	
45.	S. C. Dept. of Mental Retardation	
46.	Wil Lou Gray Opportunity School	
47.	S. C. School for Deaf and Blind	

3. Utilization of Federal Funds Under Public Law 98-524

a. Title II - Basic State Grant

(1) State Administration

(a) Full-time sex equity personnel

(b) Remainder - activities of a state necessary for the proper and efficient performance of its duties under the Act, including supervision, but not including curriculum development activities, personnel development, technical assistance, or research activities.

(2) Title II - Basic State Grant Remainder (less State Administration funds)

NOTE: Setaside percentages are taken against the Title II Remainder

(3) Part A - Vocational Education Opportunities (57% of Title II Remainder)

(a) 10% - Handicapped Setaside

All funds must be distributed to eligible recipients.

Funds shall be used for:

1) supplemental or additional staff
2) equipment
3) materials
4) purchased services (travel)

that are not provided to other individuals in vocational education and that are essential for handicapped individuals to participate in vocational education. In separate vocational education programs for handicapped individuals, the Federal share of the costs of the services and activities must exceed the average per-pupil expenditures for the corresponding regular vocational education services and activities of the eligible recipient. (50% Match)

(b) 22% Disadvantaged Setaside

All funds must be distributed to eligible recipients.

Funds shall be used for:

1) supplemental or additional staff

2) equipment
3) materials
4) purchased services (travel)

not provided to other individuals in vocational education and that are essential for disadvantaged individuals to participate in vocational education. In separate vocational education programs for disadvantaged individuals, the Federal share of the costs of the services and activities must exceed the average per-pupil expenditures for the corresponding regular vocational education services and activities of the eligible recipient.

Also, funds may be used for:

5) the improvement of vocational education services and activities designed to provide equal access to quality vocational education to disadvantaged persons.

6) services and activities which apply the latest technological advances to courses of instruction for disadvantaged individuals.

Also, for schools at which at least 75% of the students enrolled are economically disadvantaged, funds may be used for the acquisition of modern machinery and tools.

(c) 12% - Adult Setaside

Funds shall be used to:

1) provide, improve, and expand adult and post-secondary vocational education services and activities to train and retrain adults.

Funds may be used for:

2) services and activities developed in coordination with the State agency administering Title III of the JTPA;

3) additional training under Title III of the JTPA;

4) vocational education programs for training or retraining adults, including programs for older individuals and displaced homemakers;

5) individuals who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate or other degree, but which are not designed as baccalaureate or higher degree programs; and

6) individuals who have already entered the labor market, or have completed or left high school, and who are not described in 5) above.

(d) 8.5% Setaside - Single Parents or Homemakers

Funds shall be used only to:

1) provide vocational education and training activities, including basic literacy instruction and necessary educational materials, that will give single parents and homemakers marketable skills;

2) make subgrants to eligible recipients for expanding vocational education services when this expansion directly increases the eligible recipients' capacity for providing single parents and homemakers with marketable skills;

3) make subgrants to community-based organizations for the provision of vocational education services to single parents and homemakers, if the State determines that a community-based organization has demonstrated effectiveness in providing comparable or related services to single parents and homemakers, taking into account the demonstrated performance of such an organization in terms of the cost and quality of its training and the characteristics of the participants;

4) make vocational education and training programs more accessible to single parents and homemakers by assisting them with child care or transportation services or by organizing and scheduling which programs so that they are more accessible; and

5) provide information to single parents and homemakers to inform them of vocational education programs and related support services.

(e) 3.5% Setaside - Elimination of Sex Bias and Stereotyping

Funds shall be used for:

1) programs, services, and activities to eliminate sex bias and stereotyping in secondary and post-secondary vocational programs;

2) vocational education programs, services and activities for girls and women aged 14 through 25, designed to enable the participants to support themselves and their families; and

3) support services for individuals participating in vocational education programs, services, and activities described in 1) and 2) above.

NOTE: A state may waive the age limitations, 2) above, whenever it determines that the waiver is essential to meet the objectives of this section.

(f) 1% Setaside - Incarcerated

Funds shall be used to meet the special needs of criminal offenders serving in a correctional institution for vocational education services and activities.

(g) a state may also use funds under each of the Title II - Part A setasides for:

1) basic skills instruction for vocational education students related to their instructional programs;

2) vocational education through arrangements with private vocational training institutions, private post-secondary educational institutions, and employers whenever these institutions or employers:

- can make a significant contribution to obtaining the objectives of the State plan, and

- can provide substantially equivalent training at a lesser cost; or

- can provide equipment or services not available in public institutions, and

- placement services for students who have successfully completed vocational education programs.

NOTE: Funds may be used also for local administration, cooperative vocational education, work study, and apprenticeship programs under Title II - Part A - Vocational Education Opportunities Program.

(4) Part B - Vocational Education Improvement, Innovation and Expansion
(43% of Title II Remainder for State Level Purposes and Allocations to Eligible Recipients)
Funds under Title II-Part B shall be used, in accordance with the South Carolina Three-Year State Plan for Vocational-Technical Education, to expand, improve, modernize or develop high quality vocational education projects, services or activities that will: provide the State's existing and future workforce with marketable skills; improve productivity; and, promote economic growth.

(a) State Level Purposes

Funds shall be used for personnel development (subgrants to State supported colleges/universities for inservice and preservice training for vocational teachers, guidance counselors and administrators) and curriculum development. Funds may be used for technical assistance and research.

(b) Local Level Purposes

1) Funds may be used to support the following, but, may not be used to maintain existing projects, services or activities:

Note: Any vocational project, service or activity that was not provided by the recipient during the prior school year may be considered new, expanded, improved, modernized or developed and may be considered so during the duration of the Perkins Act.

a) the improvement of vocational education programs within the State designed to improve the quality of vocational education;

b) the expansion of vocational education activities necessary to meet student needs;

c) the introduction of new vocational education programs;

d) the creation or expansion of programs to train workers in skilled occupations needed to revitalize businesses and industries or to promote the entry of new businesses and industries into the State or community;

e) exemplary and innovative programs which stress new and emerging technologies and which are designed to strengthen vocational education services and activities;

f) the improvement and expansion of post secondary and adult vocational education programs and related services for out-of-school youth and adults;

g) the improvement and expansion of career counseling and guidance projects, services, or activities authorized by Title II Part B and Title III - Part D (Career Guidance and Counseling);

NOTE: At least the same amount of Federal funds must be expended for vocational Guidance and Counseling as was spent in 1983-84.

(h) the expansion and improvement of programs at area vocational education schools;

(i) the conduct of special courses and teaching strategies designed to teach the fundamental principles of mathematics and science through practical applications which are an integral part of the student's vocational education program;

j) the activities of vocational student organizations that are carried out as an integral part of the secondary and post-secondary instructional program;

k) the provision of vocational education through arrangements with private vocational education institutions, private post-secondary educational institutions, and employers that can provide substantially equivalent preparation at a lesser cost or provide equipment or services not available in public institutions; and,

1) the improvement or expansion of any other vocational education activities authorized under Title II - Part A - Vocational Education Opportunities Program that would accomplish the purposes of Title II-Part B, Vocational Educational Improvement, Innovation and Expansion Program.

2) Funds may be used, to support the following and may be used to maintain existing services or activities:

a) programs relating to curriculum development in vocational education, including the application of basic skill training;

b) personnel to work with employers and eligible recipients in a region to coordinate efforts to ensure that vocational programs are responsive to labor market needs and supportive of apprenticeship training programs;

c) the acquisition of equipment and the renovation of facilities necessary to improve or expand vocational education programs;

d) the provision of stipends for students entering or already enrolled in vocational education programs and who have acute economic needs which cannot be met under work-study program;

e) placement services for students who have successfully completed vocational education programs, including special services for handicapped individuals and cooperative efforts with rehabilitation programs;

f) day care services for students in secondary and post-secondary vocational education programs;

g) the construction of area vocational education school facilities in areas having a demonstrated need;

h) the acquisition of high-technology equipment for vocational education programs; a .,

i) the acquisition and operation of communications and telecommunications equipment for vocational education programs.

NOTE: Funds may be used also for local administration, cooperative vocational education, work study, and apprenticeship programs under Title II - Part B.

b. Title III--Special Programs

(1) Vocational Education Support Programs by Community-Based Organization (Part A)

(a) Federal funds shall be used, in accordance with "request for proposal" guidelines and instructions, for financial assistance to approved joint projects of eligible recipients and community-based organizations within the State that provide any one or combination of the following special vocational education services and activities: (F)

1) Outreach programs that facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment, or other education and training;

2) Transitional services such as attitudinal and motivational prevocational training programs;

3) Prevocational education preparation and basic skills development, conducted in cooperation with business concerns;

4) Special prevocational preparations programs targeted to inner-city youth, non-English speaking youth, Appalachian youth, and the youth of other urban and rural areas having a high density of poverty who need special prevocational education programs;

5) Career intern programs;

6) The assessment of students' needs in relation to vocational education and jobs; and,

7) Guidance and counseling to assist students with occupational choices and with the selection of a vocational education program.

(b) Handicapped individuals who are educationally or economically disadvantaged may participate in projects under this program. (F)

(c) Each community-based organization and eligible recipient that desire to participate in this program shall jointly prepare and submit, in accordance with the "request for proposal" guidelines and instructions, an application which must contain: (F)

1) An agreement between the community-based organization and the eligible recipient(s) in the area to be served, which includes the designation of the local education agency as fiscal agent for the project;

2) A description of how the funds will be used, together with evaluation criteria to be applied to the project;

3) A description of the efforts the community-based organization will make to collaborate with the eligible recipient(s) participating in the joint project;

4) A description of the manner in which the services and activities for which assistance is sought will serve to enhance the enrollment of severely economically and educationally disadvantaged youth into the vocational education programs;

5) Assurances that the community-based organization will give special consideration to the needs of severely economically and educationally disadvantaged youth, ages sixteen (16) through twenty-one (21), inclusive;

6) Assurances that business concerns will be involved, as appropriate, in services and activities for which assistance is sought; and,

7) Assurances that the projects conducted by the community-based organization will conform to the applicable standards of performances and measures of effectiveness (South Carolina Vocational Education Program Standards) required of vocational education programs in the State.

(d) "Request for proposal" forms/instructions will be distributed to eligible recipients and approved community-based organizations in the State. Community-based organizations and eligible recipients will be responsible for preparing/submitting a joint application, in accordance with established guidelines and instructions. (S)

(2) Part B - Consumer and Homemaking Education
(not more than 6% for State Administration)

(a) 50% Match for State Administration

(b) Allocation to Eligible Recipients. No less than one-third of funds used in economically depressed areas.

Funds may be used for:

1) Instructional projects, services, and activities;

2) Instruction in the areas of food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing and home management, and clothing and textiles;

3) Funds shall be used in 1) and 2) above to support projects, services and activities)

a) in economically depressed areas

b) that encourage the participation of traditionally underserved populations

c) that encourage the elimination of sex bias and sex stereotyping

d) that improve, expand and update consumer and homemaking education programs

e) that address priorities and emerging concerns at the local, state and national levels.

4) projects, services and activities in 1) and 2) and 3) above may include:

program development and the improvement of instruction and curricula relating to managing individual and family resources, making individual and family resources, making consumer choices, managing home and work responsibilities, improving responses to individual and family crises, strengthening parenting skills, assisting aged and handicapped individuals, improving nutrition, conserving limited resources, understanding the impact of new technology on life/work, and applying consumer and homemaking education skills to jobs and careers.

5) support services and activities designed to ensure the quality and effectiveness of programs, including--

a) innovative and exemplary projects

b) community outreach to underserved populations

c) application of academic skills

d) curriculum development

e) research

f) program evaluation

g) development of instructional materials

h) teacher education

i) upgrading of equipment

j) teacher supervision

k) State Administration/leadership, including activities of student organizations

NOTE: Funds may be used also for local administration, cooperative vocational education, work study, and apprenticeship programs under Title III - Part B - Consumer and Homemaking Education.

V. Vocational Education Opportunities -- Title II Part A Setasides

A. Handicapped

"Handicapped," when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

1. Federal setaside funds used for handicapped individuals, to be served in a self-contained or mainstreamed program, are limited to supplemental or additional staff, equipment, materials, and services that are not provided to other individuals in vocational education (excess cost) and that are essential for handicapped individuals to participate in vocational education. (F)

2. Each eligible recipient that receives an allocation of Federal funds shall use those funds to provide information to handicapped students and their parents concerning the opportunities available in vocational education programs at least one year before the students enter the grade level in which vocational education programs are first generally available in the State, but in no case later than the beginning of the ninth grade. (F)

3. Each eligible recipient shall provide to each handicapped student that enrolls in a vocational education program: (F)

   a. An assessment of the interests, abilities, and special needs of that student with respect to completing successfully the vocational education program;

   b. Special services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs established under paragraph 3.a. of this section;

   c. Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

   d. Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

4. Vocational programs for handicapped students shall be coordinated with programs conducted by other State agencies/organizations for handicapped persons, to the maximum extent possible. (F,S)

5. The first priority for vocational education programs for handicapped students shall be job skills training coupled with supplemental assistance on an individual need basis. (S)

6. Cooperative training shall be utilized for vocational handicapped students wherever possible and appropriate. (F)

7. The identification of individuals as "handicapped" and their vocational training shall be conducted in accordance with established State and Federal laws. (F,S)

8. School districts are permitted to contract for the service of support persons to assist in specialized education instructional programs supported under P. L. 98-524. (F)

9. To assure compliance with P. L. 94-142 the review process includes that a designated representative of the Office of Handicapped, State Department of Education, recommend approval of each local plan serving handicapped students. (F,S)

10. P. L. 94-142 requires that an Individual Education Program be developed by each LEA for each handicapped student. Programs, services, and activities provided shall be consistent with these individual programs. On-site evaluations performed by Office of Vocational Education staff members will monitor these individual plans and compare actual programs/services/activities provided with those authorized in the approved local plan to assure compliance. (F,S)

11. Programs for serving handicapped students may be offered at all instructional levels: secondary, post secondary, and adult. (F)

12. Each school district shall adopt standard procedures for processing referrals of handicapped students for vocational education from any public or private source. (F)

13. An eligible recipient must have the vocational components of the Individualized Education Plan (IEP) on file and available for monitoring. The IEP will indicate adapted or separate vocational education programs. In these cases, an objective must be included in the IEP relative to the adaptation, modification, and/or supplemental support being provided. (S)

B. Disadvantaged

"Disadvantaged" means individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency, and individuals who are dropouts from, or who are identified as potential dropouts from, secondary schools. For the purpose of this definition, an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or fails to attain minimal academic competencies may be considered to have an "academic disadvantagement."

1. Federal setaside funds used for disadvantaged individuals to be served in a self-contained or mainstreamed program are limited to supplemental or additional staff, equipment, materials, and services that are not provided to other individuals in vocational education (excess costs) and that are essential for disadvantaged individuals to participate in vocational education. (F)

2. Each eligible recipient that receives an allocation of Federal funds shall use those funds to provide information to disadvantaged students and their parents concerning the opportunities available in vocational education programs at least one year before the students enter the grade level in which vocational education programs are first generally available in the State, but in no case later than the beginning of the ninth grade. (F)

3. Each eligible recipient shall provide to each disadvantaged student that enrolls in a vocational education program: (F)

   a. An assessment of the interests, abilities, and special needs of that student with respect to completing successfully the vocational education program;

   b. Special services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs established under paragraph 3.a. of this section;

   c. Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

   d. Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

4. Vocational programs for disadvantaged students shall be coordinated with programs conducted by other State agencies/organizations for disadvantaged persons, to the maximum extent possible. (F)

5. The first priority for vocational education programs for disadvantaged students shall be job skill training coupled with supplemental assistance on an individual need basis. (S)

6. Cooperative training shall be utilized for vocational disadvantaged students, wherever possible and appropriate. (F)

7. Federal setaside funds may be used for the improvement of vocational education services and activities designed to provide equal access to quality vocational education to disadvantaged individuals, and services and activities which apply the latest technological advances to courses of instruction for disadvantaged individuals. (F)

8. Federal setaside funds may be used for the acquisition of modern machinery and tools, but only for schools at which at least seventy-five percent of the students enrolled are economically disadvantaged. (F)

9. Each eligible recipient must expend a minimum amount of Title II-Part A Disadvantaged Federal funds for vocational education services and activities for limited English proficiency students enrolled in vocational education. The minimum expenditure of Title II-Part A Disadvantaged Federal funds is based on the proportion of limited English proficiency students of the total disadvantaged students enrolled in vocational education in each eligible recipient for the program year preceding the program year for which the allocation of funds is made. (F)

10. Programs for serving disadvantaged students may be offered at all instructional levels: secondary, post secondary, and adult. (F)

11. An eligible recipient must have information on file, documenting each student's needs, outlining activities to assist these individuals, and measuring individual gains in order to evaluate results. This information must be available for monitoring. (S)

C. Adult Training/Retraining

a. Funding

(1) Adult vocational education funded with Federal monies shall be used to provide job retraining for persons unemployed and upgrading for persons already employed. First priority shall be given to training programs for persons unemployed. (F)

(2) Eligible recipients shall be required to indicate their intent to conduct either long-term vocational education programs (Licensed Practical Nursing, Dental Assisting, etc.) or short term vocational education programs (job skill training, retraining, or upgrading) during the upcoming fiscal year. (S)

(3) Eligible recipients will be required to prepare and submit a plan for conducting adult vocational education programs with submission no later than August of the current application period. (S)

(4) Eligible recipients will be required to expend Federal funds for adult vocational education programs in accordance with their approved application or release these funds no later than March 31. Funds released to the State Office of Vocational Education will be reallocated on a competitive basis to other

eligible recipients. Eligible recipients expending less than 90% of their allocation of Federal adult vocational education funds by the end of a school year will not be eligible for adult vocational education Federal funding (formual allocation) in the subsequent school year.

b. Reimbursement

(1) Reimbursement requests shall be submitted to the Office of Vocational Education within 15 days after the conclusion of the semester programs. (S)

(2) The full reimbursement of Federal funds will be made for adult short-term vocational education programs that satisfy the minimum enrollment standards of ten (10) students average daily attendance (ADA). For those programs having an adult vocational education enrollment less than that of the minimum (ADA) enrollment standard, reimbursement will be on a proportional basis (i.e., for a 40 hour course, hours attended equals 400. If total hours attended equals less than 400, reimbursement will be reduced proportionately). Exceptions to this standard will be considered on a request basis by the Director, Office of Vocational Education, only for special industrial training courses. (S)

(3) The maximum allowable amount for a short-term program instructor's salary reimbursable from Federal vocational funds shall be $12 per hour (excluding fringe benefits). (S)

(4) Fringe benefits must be added to the subtotal of salaries. Fringe benefits include social security, retirement (only if the individual is enrolled in the South Carolina Retirement System), and workman's compensation. (S)

(5) Equipment, supplies and travel cannot be reimbursed with Federal funds. (S)

(6) The ultimate responsibility for the utilization of available Federal funds for either long-term or short-term vocational education programs rests with the local school district. (S)

(7) Eligible recipients will be notified by the Office of Vocational Education of approval (or disapproval) of the application within sixty (60) days of the receipt of the application. (S)

(8) Amendments or changes in a program must be submitted for approval to the Director, Office of Vocational Education. Reimbursement will not be made until these amendments or changes have been approved. (S)

c. Application Procedures

(1) The Office of Vocational Education shall notify each local educational agency by February 15 of the current application year regarding the requirement to submit a letter of intent to conduct adult vocational programs.

(2) The letter of intent shall indicate the LEA's intent to plan and conduct either long-term vocational education programs (LPN, DA, etc.), or short-term course(s) (skill training, retraining or upgrading) during the upcoming fiscal year.

(3) The letter of intent shall be completed by the LEA and submitted to the Office of Vocational Education no later than March 12 of the current application year.

(4) Upon receipt of the letter of intent, application forms shall be mailed to eligible LEA's by July 1 of the current application period. Included with the application will be a tentative Federal allocation for the eligible recipients intending to conduct adult vocational programs.

(5) The LEA will be required to prepare and submit the application to the Director of the Office of Vocational Education no later than August 1 of the current application period. The application shall serve as the local proposal for the use of Federal vocational adult funds for the upcoming fiscal year and as the agreement between the State Board of Education and the eligible recipient.

(6) Applications to conduct adult vocational education programs will be reviewed and approved by the Office of Vocational Education based on the following criteria:

(a) Compliance with specified submission dates

(b) Completeness of the application to include:

- projected enrollment for each course by percent of: those enrolled for job skill training, retraining, or; skill upgrading.
- listing of the proposed course; and for each course listed: the number of classes, total hours per class, instructor's salary, inclusive dates of operation of the course, and a class schedule.

(c) Evidence in the application that the proposed program will fulfill current or projected workforce needs in existing occupations at the local level by preparing students of current or projected job opportunities in such occupations, or fulfill the needs of students to upgrade skills in existing or projected job opportunities in such occupations.

(d) Evidence in the application of coordination and consultation with representatives of other educational or training resources at the local level; local business, industry and labor and with local advisory committee(s).

(e) Compliance with program standards as stated in the State Plan for Vocational Education.

(f) Evidence that results from previous evaluations have been used in the planning of the proposed program(s).

(g) Evidence that adequate State/local financial support for equipment, facilities, supplies and travel exists.

(7) Eligible recipients will be notified by the Office of Vocational Education of approval (or disapproval) of the application within sixty (60) days of the receipt of the application.

(8) Amendments or changes in a program must be submitted for approval to the Director, Office of Vocational Education. Reimbursement will not be made until these amendments or changes have been approved.

d. Adult Vocational Education Program Standards

(1) The beginning enrollment for a short-term adult vocational course shall be a minimum of 15 students. (S)

(2) Equal access to adult vocational courses shall be provided for both male and female students, without regard to race, color, national origin, handicap, or other potential areas of discrimination. In addition, the enrollment of both males and females in non-traditional programs shall be encouraged. (F)

(3) Approved long-term adult vocational programs shall have a formal advisory committee composed of representatives from business/industry and/or the professional field(s), student(s), the lay public and other appropriate representation. (S)

(4) Classroom laboratories, shops and other facilities (including instructional equipment, supplies and other materials) shall meet program standards for the occupational area as specified in the Three-Year State Plan and Administrative Provisions for Vocational Education. (F, S)

(5) Adult long-term programs in Health Occupations Education (i.e., Practical Nursing) shall be subject to review and accreditation by the appropriate accreditation agency or certification board. (S)

(6) School districts utilizing Federal adult vocational education funds shall report to the Office of Vocational Education on the status of their completers in a follow-up report.

e. Evaluation of Adult Vocational Programs

Public Law 98-524 requires that 20% of the vocational programs shall be evaluated annually to determine their effectiveness and that the results of these evaluations be used to revise the State's programs.

Criteria for the Evaluation of Adult Vocational Courses

(1) The criteria and process for the evaluation of adult long-term and short-term courses shall be included as a component in the overall evaluation system for vocational education programs.

(2) On-site visits shall be conducted by a team composed of members of the staff of the Office of Vocational Education and others chosen for their expertise in an occupational area.

(3) An evaluation instrument, designed to provide an objective measure of program attainments consistent with the approved adult local application, shall be utilized.

D. Single Parents and Homemakers

The State shall reserve 8.5% of its allotment under Title II, Part A of the Act to support programs designed to provide single parents and homemakers with marketable skills. (F)

1. Specific

As outlined in the Act, activities that will be funded include the following: (F)

a. Provide, subsidize, reimburse or pay for vocational education and training activities, including basic literacy instruction and necessary educational materials, that will furnish single parents and homemakers with marketable skills;

b. Make grants to eligible recipients for expanding vocational education services when this expansion directly increases the eligible recipients' capacity for providing single parents and homemakers with marketable skills;

c. Make grants to community based organizations for the provision of vocational education services to single parents and homemakers, if the State determines that the community-based organization has demonstrated effectiveness in providing comparable or related services to single parents and homemakers, taking into account the demonstrated performance of such an organization in terms of cost, the quality of training, and the characteristics of the participants;

d. Make vocational education training more accessible to single parents and homemakers by assisting them with child care or transportation services or by organizing and scheduling the programs so that such programs are more accessible; or

e. Provide information to single parents and homemakers to inform them of vocational education programs and related support services.

2. Procedures for competitive request for proposals (RFP's) will be provided to eligible recipients through direct mailings.

E. The Sex Equity Program

1. Funding

The State shall reserve 3.5% of its allotment in Title II, Part A of the Act to support programs designed to achieve sex equity in vocational education. (F)

2. Specific

As outlined in the Act, activities that will be implemented are the following: (F)

a. Programs, services, and activities to eliminate sex bias and stereotyping in secondary and post-secondary vocational education;

b. Vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families; and

c. Support services for individuals participating in vocational education programs, services, and activities described in clauses 1. and 2. including dependent-care services and transportation.

3. Procedures for competitive request for proposals (RFP's) will be provided to eligible recipient through direct mailings.

F. Criminal Offenders Serving in a Correctional Institution

These Federal setaside funds will be used by eligible recipients in accordance with the Carl D. Perkins Vocational Education Act of 1984. (F)

VI. Program Improvement, Innovation, and Expansion--Title II Part B--State Level Purposes

A. Technical Assistance is provided on a request basis by the Office of Vocational Education through the following services:

1. Needs Assessment
2. Research and Data Collection
3. Implementing Methods of Administration Requirements
4. Implementing Career Education
5. Staff Development
6. T & I Teacher Certification
7. Sex Equality, Single Parent and Homemaker Projects
8. Guidance and Placement
9. Custodial Services
10. Program Improvement

B. Research

The Research Coordinating/Management Information Unit is the unit of the Office of Vocational Education responsible for research activities. Specific areas of responsibility include:

1. All data management and research activities required under Federal and State laws and regulations (F and S); and

2. Forwarding to the National Center for Research in Vocational Education a final report on each research project. (F)

C. Curriculum Development

1. Curriculum materials refers to materials which are instructional and/or related supportive materials. The materials are developed for occupational fields and are designed to strengthen the academic foundations as well as to prepare individuals for employment for entry level positions. All materials developed are competency-based.

   a. Vocational curriculum materials will be developed, and/or identified through the Office of Vocational Education as approved by the State Board of Education. (S)

   b. Beginning with the 1987-88 school year, local school districts shall utilize competency-based curriculum materials in all vocational education courses. (S)

   c. The Vocational Curriculum Development Section will serve as the State Library for vocational education curriculum materials with distribution to appropriate eligible recipients. (S)

d. An annual plan and a three-year plan for curriculum development will be developed cooperatively by the Program Planning and Development Section and the Vocational Curriculum Development Section for incorporation into the comprehensive plan for program improvement. (F, S)

e. All curriculum materials produced will be free of bias or stereotyping on the basis of sex, race, age, creed, handicapping condition, religion, social status, economic level, national origin, and color. (F)

f. The Program Planning and Development Section will be responsible for dissemination and inservice of all curriculum materials. (S)

g. The Office of Vocational Education will provide technical and support assistance to local school district personnel for the implementation of competency-based curriculum materials. (S)

h. The Director of the OVE shall consult with the Carl D. Perkins Vocational Education Technical Advisory Committees and/or other advisory committees on the development and/or identification of model curricula. (S)

2. Procedures for securing curriculum materials

a. Obtain a copy of South Carolina Vocational Curriculum Materials catalog for a listing of available curriculum products for each vocational program.

b. Obtain the handbook on competency-based instruction from the Office of Vocational Education.

c. Requests for materials should be made to the appropriate State vocational program supervisor(s) who will, in turn, communicate with the Vocational Curriculum Development Section in the Office of Vocational Education.

D. Personnel Development

1. The State Board of Education shall contract with appropriate colleges and universities to provide relevant teacher education programs for vocational teachers. (S)

2. Beginning with the 1987-88 school year, all local school districts shall have established in concert with local businesses and industries--or appropriate institutions of higher learning--a staff development training program designed to update all trade and industrial education teachers in their occupational area. (S)

3. The Annual Vocational Conference provides an opportunity for inservice for all vocational educators. Newly developed curriculum materials are inserviced during the Annual Conference.

VII. Vocational Programs, Services and Activities

A. Vocational Programs--Secondary Occupational

Secondary occupational vocational programs shall be offered to provide the state's existing and future work force with marketable skills, improve productivity, and promote economic growth.

1. The secondary vocational education program shall include specialization and skill development in a minimum of four occupational program areas (business education, trade and industrial education, marketing education, agricultural education, home economics education, health occupations education) and shall offer a minimum of 12 units in grades 10 - 12 or vocational specialization and skill development in a minimum of ten trade and industrial programs plus two other vocational program areas. (S)

2. Students enrolling in vocational education courses which are not preparatory for employment must be clearly advised of this fact by the school district. (S)

3. The school's vocational program shall consist of at least the minimum offerings as required in 1. above and shall be selected from the following occupational program areas:

   a. Agricultural Education--A minimum program in agricultural education shall include at least three levels of single period courses or a two-year course of multiple periods in specialized agricultural occupations. (S)

   b. Trade and Industrial Education--A minimum program structure shall be designed which provides a sequence of learning activities which teach the minimum approved competencies necessary for successful placement in the work place and/or continuation in post-secondary education. (S)

   c. Marketing Education--A minimum program shall consist of Marketing and Merchandising for 11th graders as a prerequisite for Marketing Management for 12th grade students. Other offerings may be selected from the following courses: Fashion Merchandising, Marketing of Hotel/Motel services, Entrepreneurship for Marketing, Selling, Sales Promotion and Marketing Principles. (S)

   d. Health Occupations Education--A minimum secondary program shall consist of career exploration and occupational skill development in the 11th and 12th grades. The program may be scheduled on a multiperiod basis, five days per week for 36 weeks.

      An adult program (formerly called post secondary) shall provide occupational skill training, retraining or skill upgrading. The program may be scheduled for multiperiods, five days per week for nine, ten or twelve months as specified. (S)

e. Occupational Home Economics--A minimum program shall include two-level multiperiod courses in one or more of the following areas: Child Care Services, Clothing Services, Food Services, Housing and Home Furnishings Services, and Institutional and Home Management Services. (S)

f. Business Education--A school program shall include a minimum of four (4) different course offerings each year.

Students enrolled in business education courses shall be enrolled in one of the five clusters/majors. Office Procedures is a senior-level course required for each stenographic, clerical, accounting, senior intensified, and data processing clusters/majors. Business Principles and Management may preempt Office Procedures for the Accounting cluster. A minimum of four (4) courses is required for each of the five clusters as prescribed below:

(1) Stenographic Cluster--Typewriting I, Shorthand I, Shorthand II, Office Procedures

(2) Accounting Cluster--Typewriting I, Accounting I, Accounting II, Office Procedures or Business Principles and Management

(3) Clerical Cluster--Typewriting I, Typewriting II, Office Procedures, Record Keeping I or Accounting I

(4) Senior Intensified Program--Offered to seniors only on a two or three hour block; prerequisite of one full year of Typewriting I. SIP will include: Typewriting II, Business Communication, Office Machines, and Office Procedures.

(5) Data Processing Cluster--Typewriting I, Data Processing I, Data Processing II, and one elective from the Business Education curriculum. (Accounting I is a recommended elective). (S)

g. Industrial Arts Education--An Industrial Arts course shall consist of at least one year of industrial arts laboratory or mechanical drawing. (S)

4. Schools are required to provide Prevocational Education or Industrial Technology Education as an elective for all students in grades 9 and/or 10. Industrial Technology is a new course designed to replace Industrial Arts Education in grades 7-10.

a. Industrial Technology Education--A minimum program provides hands-on exploratory experiences and insights into technology and career opportunities. It is designed to provide manipulative operations and experiments with tools, materials, processes, and products, directly related to four occupational clusters.

The four occupational clusters are:

1. Communication and Media Technology
2. Construction Technology
3. Manufacturing Technology
4. Transportation/Power and Energy Technology

b. Prevocational Education--A minimum program shall consist of occupational exploratory experiences in five occupational areas, plus the world of work. The occupational areas are: agriculture education, business education, health occupations education, home economics education, marketing education and trade and industrial education. The units of instruction are to be selected from the occupational areas available to students within the school district. If students do not have access to programs in five occupational areas, a program area can be duplicated by the school provided different instructional topics are offered.

The two approved prevocational education structures are self contained and rotational. (S)

5. Local school districts may conduct an experimental program provided the program has prior approval from the Office of Vocational Education and the Office of Accreditation and Administrative Services. (S)

6. Official vocational education course titles and descriptions are published in the guide titled South Carolina Vocational Education Programs, 1987. This publication may be obtained from the Office of Vocational Education.

7. All vocational education laboratories and facilities shall meet the standards as prescribed by the Occupational Safety and Health Act and governed by the Department of Labor. (Citations and fines may be levied on local school districts by the Department of Labor where violations are identified.) Courtesy inspection and assistance are available from the South Carolina Department of Labor. (F)

8. All occupational food service programs must have annual inspections and ratings from the Department of Health and Environmental Control (D-HEC Reg. 61-25). (S)

9. Teachers and students participating in courses as outlined in South Carolina Code Act No. 377 shall be supplied plano protective eye devices. (S)

10. The trustees of each school district shall purchase and cause such plano protective eye devices to be placed in such public schools for the eye protection of pupils, teachers, and visitors to such classrooms or laboratories. (S)

11. Any person desiring protective-corrective lenses instead of plano protective devices supplied by the school trustees shall at his/her own expense procure and equip himself/herself with industrial quality eye protective devices secured from legally authorized dispensers. (S)

12. Vocational student organizations are those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. The organizations may have State and national units which aggregate the work and purpose of instruction in vocational education at the local level.

    Funds may be used for the activities of vocational student organizations that are carried out as an integral part of the secondary and post-secondary instructional program. (F)

    Federal funds may not be used in support of the following vocational student organization activities:

    a. Lodging, feeding, conveying or furnishing transportation to conventions or other forms of social assemblage:

    b. Purchase of supplies, jackets, and other effects for students' personal ownership;

    c. Cost on non-instructional activities such as athletic, social, or recreational events;

    d. Printing and disseminating non-instructional newsletters;

    e. Purchase of awards for recognition of students, advisors, and other individuals; or

    f. Payment of membership dues.

13. Each class period at a vocational center shall meet for the required minimum minutes weekly as established in the Defined Minimum Program. Classroom minutes do not include transportation time to and from a vocational center. (S)

14. No single period class shall be offered at a vocational center without written annual approval from the Office of Vocational Education. Approval shall be obtained by July 1 of each year. (S)

15. The schedule for vocational courses shall be planned cooperatively by the center director and principals and approved by the superintendents of the participating high schools by March 1 of each year. (S)

16. Vocational programs planning to adopt an instructional period structure which varies from the approved structures in the Defined Minimum Program must have approval from the Office of Vocational Education. (S)

17. Vocational courses to be conducted during the summer in high schools or vocational centers shall be submitted and approved in the local plan for vocational education. (S)

18. Vocational Education Program Competencies--Minimum program competencies have been developed and disseminated for all vocational courses. The competency listings can be used as a guide for updating and modifying curriculum, for developing student achievement records and for planning and implementing articulation agreements with comparable programs at the post-secondary level. The competencies will provide the basis for criterion referenced test item development (vocational achievement tests). Listings of the program competencies for each program area may be obtained from the Office of Vocational Education.

19. Vocational Achievement Testing Program--The major purpose of the Vocational Achievement Testing Program is to provide an objective basis for measuring student achievement in acquiring minimum competencies. In addition the testing program can be another tool to help administrators and teachers evaluate and improve specific areas of their vocational instructional program and services.

B. Consumer and Homemaking Education--Title III Part B

1. The local educational agency may conduct consumer and homemaker education projects which should include instructional projects, services, and activities that prepare youth and adults for life and the occupation of homemaking with life skills training in the areas of foods and nutrition, consumer education, family living, parenthood education, child development and guidance, housing and home management, and clothing and textiles, and human sexuality. (S)

2. Consumer and Homemaking Education - A minimum program shall include a course in Family Life Education I & II with additional electives from Consumer and Homemaking approved course offerings. Family Life Education may serve as an alternative to the Sex Education course, as deemed appropriate.

3. The purpose of a consumer and homemaking program shall be:

   a. To improve effectiveness of consumer and homemaking education and to reduce the limiting effects of sex-role stereotyping and bias on occupations, job skills, levels of competency and careers.

   b. To encourage the participation of males and females to prepare for the combined role of homemaker and wage earner.

c. To emphasize the current economic, social and cultural factors relevant to the home environment.

d. To prepare males and females to function efficiently in the occupation of homemaking.

e. To emphasize consumer skills, management and conservation of resources, nutritional knowledge, parenting and personal relationship skills, computer literacy and entrepreneurial opportunities.

C. Cooperative Vocational Education

1. Cooperative education means a method of instruction of vocational education for individuals who, through written cooperative arrangements between school and employers, receive instruction, including required academic courses and related vocational instruction, by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, weeks or other periods of time in fulfilling the cooperative program.

a. Beginning with the 1987-88 school year, local school districts shall provide the opportunity for the cooperative method of instruction in the final level of vocational education (occupational) courses. Exception to this regulation may be made by the local school district board of trustees if approved by the State Board of Education. (S)

b. A cooperative vocational education structure shall comply with all Federal, State, and local laws and regulations. (F, S)

c. A written plan for the implementation and maintenance of the cooperative method of instruction shall be developed by the local education agency, in collaboration with business and industry. Local education agencies may make provisions for paid work experiences where the student is paid a monetary wage for each hour worked, a non-paid work experience where the student receives documented work experience in lieu of money, or a combination of both. Insurance coverage and workers' compensation must be provided. A Cooperative Education Student Handbook shall be developed by each school district/vocational center. The handbook shall be made available to each participating student, and shall contain designated information. (S)

d. Equal access to cooperative education must be provided for handicapped and disadvantaged individuals. (F)

e. Local education agencies may usefunds for work-site programs such as cooperative vocational education, work-study and apprenticeship programs. (F)

f. Provision shall be made for the participation of students enrolled in non-profit private schools. (F)

2. Detailed guidelines on cooperative education and legal principles which will help local school districts plan and implement quality programs utilizing the cooperative method of instruction are printed in the guide Cooperative Vocational Education, 1986. The guide lists items that are required for the written plan and the student handbook. Sample forms are also included. This guide may be obtained from the Program Planning and Development Section in the Office of Vocational Education.

D. Construction

1. Vocational facilities may be constructed, expanded or renovated using any combination of Federal, State, and local funding. (F, S)

2. Local school districts shall comply with all construction regulations as adopted by the State Board of Education and administered by the Office of School Building and Planning. (F, S)

3. Reference

a. South Carolina School Facilities Planning and Construction Guide, 1981.
b. Federal Regulations (EDGAR), Federal Register Vol. 45, No. 66 dated April 3, 1980, paragraphs 100a.600 to 100a.615.
c. Davis-Bacon Act (as amended), 29 CFR, Parts 1 and 5.
d. Copeland Act, 29 CFR Part 3.
e. Contract Work Hours and Safety Standards Act, 40 U.S.C. 327-330.
f. Equal Employment Opportunity - Executive Order 11246 as amended.

4. Responsibilities

The ultimate responsibility for establishing the need for the construction of a vocational facility rests with the local education agency. After this has been established, the Office of Vocational Education is responsible for:

a. Making recommendations to the Office of School Planning and Building.

b. Providing technical assistance in site selection, laboratory space requirements, facility layout, and final inspection.

c. Securing Federal wage determinations and assuring their placement in the architect's specifications prior to bid invitation.

d. Receiving and securing supporting documents from local districts and architects.

e. Supervising contract administration.

5. General

a. Any local educational agency may request State financial assistance from the South Carolina General Assembly through the State Board for necessary construction projects to be included in the 5 year construction plan as required in the 1981 Bond Bill.

b. The minimum space requirements for vocational facilities as recommended by the Office of Vocational Education must be met in accomplishing any construction.

6. Procedures

Construction requests shall be forwarded to the Director, Office of Vocational Education, who shall together with appropriate staff review requests to ascertain such items as the following:

a. Adequacy of present facilities;

b. Number of students to be served by new or improved facilities;

c. Relative ability of the school district to support requested construction from local sources.

d. The Director shall submit recommendations concerning each request to the State Board for appropriate action. The State Board shall submit their recommendations to the South Carolina General Assembly for their consideration.

E. Student Stipends

1. Federal funds may be used, under the Carl D. Perkins Vocational Education Act (P. L. 98-524), for the provision of stipends for students entering or already enrolled in vocational education programs if these students have acute economic needs which cannot be met under work study programs. (F)

2. Students entering or already enrolled in vocational education programs may be paid stipends at a rate not to exceed the higher of:

a. The minimum wage prescribed by State or local law multiplied by the number of hours per week the student is enrolled in the vocational education program; or

b. The minimum hourly wage set out under 6(a)(1) of the Fair Labor Standards Act of 1938, as amended, multiplied by the number of hours per week the student is enrolled in the vocational education program. (F, S)

3. No Federal funds shall be used for the payment of stipends to students entering or already enrolled in programs of vocational education unless the State Board of Education first makes a specific finding in each instance that the funding of this particular activity is necessary due to:

a. Inadequate funding in other programs providing similar activities; or

b. Other services in the area that are inadequate to meet the needs.

F. Work Study

1. Funding

Federal vocational funds allocated to local educational agencies and institutions under the Carl D. Perkins Vocational Education Act of 1984 may be used to fund work study programs.

2. General

Funds shall be expended solely for the payment of compensation to students employed pursuant to work study programs approved by the State Board which meet these requirements:

a. The work study program shall be administered by qualified personnel of the local education agency and made reasonably available, within the limitation of funds, to all qualified youth in the area served by such agency. The cost of administration of the work study program shall be supported with non-Federal funds.

b. Students shall be enrolled in school and in need of compensation to begin or continue in a vocational education program approved by the State Board, or be unemployed and out of school, but accepted for enrollment, as a full-time student in a vocational education program approved by the State Board.

c. Students shall be at least fifteen and less than twenty-one years of age at the date employment begins, except that a student who reaches the age of twenty-one while enrolled in the training program shall be considered eligible to continue in the training program until his vocational objective is achieved providing all other criteria for eligibility continue to be satisfied.

d. Students shall have and continue to maintain no less than an average grade in vocational courses and no less than a passing grade in other school subjects in which enrolled, except under unusual circumstances.

e. Students shall have realistic vocational objectives as determined by the results of standardized achievement tests and vocational interest inventories and by records of grades in their previous school courses.

f. Students shall maintain a satisfactory standard of job performance.

g. Limitations on hours of employment and compensation during an academic year or its equivalent shall be the maximum of 20 hours in any week during which classes in which the student is enrolled are in session and at a rate which does not exceed the hourly rate prevailing in the area for persons performing similar duties.

h. Employment shall be for a local educational agency or some other Federal, State or local public agency or institution pursuant to a written arrangement between the local educational agency and such other agency or institution. Employment shall be consistent with labor and insurance requirements in the employment of youth and, to the greatest extent possible, shall be such as to utilize the students' interests and abilities and assure a variety of educational and vocational experiences. The work shall be adequately coordinated and supervised, and shall not supplant present employees of the institution or agency who perform such work.

i. Employment by a Federal agency or institution shall not cause the student to be considered a Federal employee for any purpose, and the written agreement between the local educational agency and the Federal agency or institution shall so state.

j. Work study programs will be evaluated as part of the total vocational program.

G. Day Care Services

1. Funds may be used for day care services for children of students in secondary and post-secondary vocational education programs during the hours a parent is enrolled in a vocational class. (F)

2. All regulations set forth for child day care centers, group day care homes, and family day care homes by the Board of South Carolina Department of Social Services will be met in establishing and maintaining day care services for children of students enrolled in vocational education programs. (F, S)

Expenditures of funds for day care services by local educational agencies shall be reflected in their approved local plan for vocational education.

3. General

a. Local educational agencies may provide child care services for children of students enrolled in vocational education, based upon the number to be served, in any one of the following facilities:

(1) Child Day Care Center - Any facility which regularly receives thirteen or more children for day care.

(2) Group Day Care Home - Any facility, generally with a dwelling unit, which regularly provides child day care for at least seven but not more than twelve children.

(3) Family Day Care Home - Any occupied residence in which child day care is regularly provided for no more than six children.

b. Local school districts and eligible recipients who choose to utilize vocational money to provide day care services, have the ultimate responsibility for the coordination of those services.

c. Day care services provided must make a contribution to the educational development and well-being of the child served.

d. Each day care center supported by vocational funds will be evaluated to determine contributions made to the educational development and well-being of the children served. These day care centers will be evaluated using an instrument developed by the Office of Vocational Education.

N. Placement Services

1. "Commencing with 1987-88, to continue existing job preparatory programs, other than vocational agriculture, fifty percent of the graduates available for placement must be placed during the prior three years in the area for which training was provided. Each graduate of a job preparatory vocational education program must be surveyed by his school district ten months after graduation to determine job placement status. The school districts shall make an annual report to the State Board of Education of the findings of its survey. The State Board of Education shall report the results of the district surveys to the Governor, General Assembly, and the State Council on Vocational and Technical Education. The State Board of Education may waive the fifty percent requirement upon recommendation of the school district, if the district can demonstrate that a program responds to the employment needs of new or expanding businesses or industries. Students must be advised prior to enrollment in a job preparatory program of possible discontinuation of the program, if placement data indicates possible discontinuation, and of the employment

outlook for graduates of the program. Students enrolling in vocational programs which are not preparatory for employment must be clearly advised of this fact by the school district." (S)

2. Each completer of a vocational education program shall be surveyed by the local educational agency (LEA) at ten months after graduation to determine job placement status. A record of the responses to this survey shall be maintained for a period of five years by the local educational agency. A report reflecting the results of this survey to determine placement rates shall be forwarded to the Office of Vocational Education by the LEA. The surveys conducted by the LEAs shall be designed to obtain the following information from each completer, as a minimum.

   a. What is the current educational status of each completer?
   b. What is the current employment status of each completer?
   c. Where is each student employed?
   d. Is the job related to your field of vocational training?

3. Each school with vocational job preparatory programs shall designate person(s) as having overall responsibility for job placement. (S)

4. Funding

   Federal funds allocated to eligible recipients under the Carl D. Perkins Vocational Education Act of 1984 (P. L. 98-524) may be used for placement services for students who have successfully completed vocational programs, provided that the eligible recipient includes the request for funds in their local plan for vocational education and is approved by the Office of Vocational Education.

5. General

   a. Placement services will include procedures, practices, and activities which assist students in securing employment who have successfully completed a vocational program.

   b. This service involves cooperation among the total community, parents, students, and educational agencies.

   c. The ultimate responsibility for providing effective and efficient placement services rests with the respective school district.

   d. Placement coordinators shall provide specialized services to disadvantaged vocational program completers.

   e. Placement service will prepare:

      (1) individuals for occupations

      (2) individuals for other occupations requiring a higher degree.

f. Those counties with more than one placement coordinator shall require these coordinators to cooperate fully in order to prevent duplication of effort in providing services to students and employers.

g. Placement service is an integral part of the vocational guidance program in the State of South Carolina.

I. Comprehensive Career Guidance and Counseling Programs

Federal vocational funds may be used to improve, expand, modernize and develop new career guidance and counseling programs authorized by Part B of Title II and Part D of Title III at vocational centers, comprehensive high schools, and other schools. (F)

Such programs at secondary and post-secondary institutions may be designed to assist individuals to: (F)

1. Acquire self-assessment, career planning, career decision-making, and employability skills.

2. Make the transition from education and training to work.

3. Maintain the marketability of their current job skills in established occupations.

4. Develop new skills to move away from declining occupational fields and enter new and emerging fields in high technology areas experiencing skill shortages.

5. Develop mid-career job search skills and to clarify career goals.

6. Obtain and use information on financial assistance for post secondary and vocational education and job training.

J. Vocational Education--Arrangements with Private Vocational Education Institutions and Employers

1. Funding

A local educational agency may utilize Federal funds allocated under P. L. 98-524, provided that the provision for the use of such funds is included in its approved local plan, for contracting with a private (for profit or non-profit) vocational training institution to provide any portion of the vocational program of instruction on an individual or group basis, for their agency. (F)

2. General

A local educational agency desiring to utilize Federal funds under P. L. 98-524 for contracting with a private (for profit or non-profit) vocational training institution to provide any portion of the vocational program of instruction, on an individual or group basis, for their agency, must comply with the following requirements:

a. The provision for the use of Federal funds must be included in the local educational agency's Local Plan for Federal Support of Vocational Education, and be approved by the Director, Office of Vocational Education, State Department of Education. (S)

b. The local educational agency must provide the following information as an attachment to its local plan: (F)

(1) A description of the portion of instruction to be provided by the private institution, the number of students to be served, and the proposed use of funds (Personnel F.T.E. by function, staff salaries, equipment, supplies, travel, etc.)

(2) Evidence that the private vocational training institution can make a significant contribution to attaining the objectives of the local educational agencies.

K. Participation of Students Enrolled in Private Schools in Vocational Education

1. Local educational agencies receiving Federal vocational funds shall:

a. Provide students enrolled in private schools with a genuine opportunity for equitable participation in vocational education.

b. Provide the opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs.

c. Maintain continuing administrative direction and control over funds and property that benefits students enrolled in private schools.

d. Consult with appropriate representatives of students enrolled in private schools, before any decisions are made that affects the opportunities of those students to participate in vocational education, to consider:

(1) Which children will receive benefits;
(2) How the children's needs will be identified;
(3) What benefits will be provided;
(4) How the benefits will be provided; and
(5) How the vocational education project will be evaluated.

e. Determine the needs of students enrolled in private schools, the number of those students who will participate, and the benefits to be provided those students on a basis comparable to that used in providing for the participation of public school students.

f. Provide program benefits for students enrolled in private schools that are comparable in quality, scope, and opportunity for participation to the program benefits provided for public school students.

g. Spend the same average amount of program funds on a student enrolled in a private school who receives benefits under the program and a student enrolled in a public school who receives benefits under the program.

2. Program funds may not be used for classes that are organized separately on the basis of school enrollment or religion of the students if the classes are at the same site and include students enrolled in public schools and private schools.

3. Program funds may not be used to finance the existing level of instruction in a private school or to otherwise benefit the private school.

4. Program funds may be used to make public school personnel available in other than public facilities:

   a. To the extent necessary to provide equitable program benefits designed for students enrolled in a private school; and

   b. If those benefits are not normally provided by the private school.

5. Program funds may be used to pay the services of an employee of a private school if:

   a. The employee performs the services outside of his or her regular hours of duty; and

   b. The employee performs the services under public supervision and control.

6. A local educational agency must keep title to and exercise continuing administrative control of all equipment and supplies acquired with program funds. Equipment or supplies may be placed in a private school for the period of time needed for the project and shall be removed when no longer needed for the purposes of the project.

7. Program funds shall not be used for the construction of private school facilities.

DEFINITIONS

Advisory Committee - Persons who are employed in an occupational field related to a specific area of instruction (e.g., carpentry, food services, auto mechanics), and who serve on a committee to provide advice and assistance in the development or improvement of vocational education programs related to their specific occupational area.

Advisory Council - Groups established to advise local education agencies on current job needs, the relevance of vocational programs (courses) being offered in relation to those needs, and to assist with the vocational education planning function.

Articulation/Coordination - Providing for the logical, sequential progression of students from the secondary to the post-secondary level without duplication of previously attained levels of competency.

Community-Based Organization - A private nonprofit organization of demonstrated effectiveness which is representative of communities or significant segments of communities and which provides job training services, or an organization of demonstrated effectiveness serving nonreservation Indians, as well as tribal governments and Native Alaskan groups.

Community Resources - The provision of jobs, personnel, facilities, equipment, materials, supplies, etc., as gifts or loans by business, labor, industry or other interested citizens, to the local education agency for the improvement of vocational education opportunities.

Competency - The ability (including knowledges, skills and/or attitudes) to perform a specific task successfully to meet a specified standard.

Competency-Based Vocational Education - An instructional process aimed at improving the teaching-learning process. It refers to occupational programs in which required competencies and standards are specified in advance of instruction.

Completer - A completer is any secondary school student who has concluded successfully all prescribed courses in a vocational program and earned at least three Carnegie units in the program designed to meet a vocational objective; however, if a particular vocational program in a school does not offer three Carnegie units, then a student is considered to be a completer when the maximum Carnegie units in the particular program have been earned.

Cooperative Vocational Education (CVE) - A method of instruction which provides cooperative on-the-job and related (in school) training for students. Training is provided in accordance with written agreements among the local education agency, students and employers.

Course Syllabus - A written plan which includes a course description, course rationale, objectives of the course, major content areas with time allocations for each, supplies, equipment, texts, and references needed by students, and the degree of proficiency required of students.

Disadvantaged - Persons (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts or who are identified as potential dropouts from secondary school. For the purpose of this definition, an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or who fails to attain minimal academic competencies may be considered to have an academic disadvantagement.

Entry Level Performance Requirements - Minimum competencies, skills and knowledge needed for initial employment in a specific occupation.

Equipment - Tangible personal property (non-expendable items) having a useful life of more than one year, which is utilized to enhance instruction and enable students to meet program objectives.

Evaluation - The process of ascertaining or judging value by use of a standard of appraisal, including judgments in terms of internal evidence and external criteria. The on-going and periodic assessment of how well the local education agency is performing its educational functions, as a basis for program planning, improvements, modifications, and management decisions.

Experimental Applications - A request for temporarily modifying a program offering in order that innovative concepts may be evaluated. Standards relating to the minimum curriculum, the length of the school year and specific others may not be violated.

Facilities - Classrooms/laboratories and related facilities.

Follow-up - The survey of vocational students who have completed an occupational vocational course sequence in order to determine placement status.

Guidance and Counseling - The processes of assisting individuals to make meaningful and informed occupational and educational decisions.

Handicapped - Persons who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping conditions, cannot succeed in the regular vocational education program without special education assistance.

Instructional Materials - Textbooks, workbooks, audio-visual aids and other related items designed to assist in the teaching and learning processes.

Business-Industry Surveys - The provision of current and usable information that identifies and projects job market opportunities and needs in the geographical area served by the local education agency.

Job Performance Requirements - Those requirements (skills and knowledge) of each occupation which are bases for instruction.

Learning Experiences - Classroom and related activities designed to provide, increase or enhance knowledge and skills.

Lesson Plans - A written plan for each of the major content areas of the course written in performance-based terms, which details competencies to be gained, methods of preparation/presentation/and practical application, and evaluation procedures described in measurable objectives.

Limited English Proficiency - Individuals who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant, as further defined by the Secretary by regulation; who are American Indian and Alaskan Native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, subject to such regulations as the Secretary determines to be necessary; and who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Local Education Agencies - School districts and other education institutions having administrative control and direction of a vocational education program.

Local Plan for Vocational Education - An application outlining vocational program plans developed by a local education agency and submitted to the Office of Vocational Education to qualify for the receipt and use of state and federal vocational education funds.

Members of Minority Groups - Persons of American Indian, Alaskan Native, Black, Spanish Surnamed, Oriental and Asian American origins.

Non-Employment Preparatory Programs - Those programs which do not prepare students for specific occupations. These programs are currently identified as Prevocational Education, Consumer and Homemaking Education, and Industrial Arts Education.

Non-Traditional Occupations - Those occupations which have been considered at one time traditional for males and/or females only.

Occupational Clusters - Closely related occupations with similar job performance requirements.

Performance Objective - An objective which specifies: (a) a desired behavior or action on the part of the learner, (b) the condition or necessary prerequisite needed to bring about the desired behavior, and (c) the expected proficiency level.

Persons of Limited English-Speaking Ability - Individuals who were not born in the United States or whose native tongue is a language other than English; individuals who come from environments where a language other than English is dominant and who have difficulties speaking and understanding instruction in the English language.

Placement - The provision of services to students completing a vocational program which assists them in securing employment or further education.

Regulatory Boards or Agencies - Governmental organizations or agencies who by law have the responsibility for establishing training requirements for entry into and continuation in an occupation.

Vocational Service/Program Area - Traditionally, programs related to Agriculture Education, Business Education, Marketing and Distributive Education, Health Occupations Education, Home Economics Education, Industrial Arts Education, Prevocational Education, and Trade and Industrial Education.

Staff Development - The provision of opportunities to educators and support staff for professional growth (e.g., conferences, inservice training, reference materials, etc.)

Student Population Needs - Current and usable information on the local education agency's populations seeking or needing education.

Student Recruitment - The process of communication between advocates of vocational education programs and potential students, their parents, community leaders and others, relative to the student's enrollment and accommodation into the program.

Student Services - The functions of student recruitment, counseling and guidance, placement and follow-up.

Student-Teacher Ratio - The ratio of students to teachers by class, as a measure of a teacher's pupil load.

Supplies - Consumable goods that are used in a vocational education program to assist students in meeting program objectives.

Unserved or Underserved Students - Secondary (grades 9-12) public school students who have not previously (prior school year) been primary beneficiaries of vocational education programs, specifically including students from families who are recipients of public assistance payments through the Aid to Families with Dependent Childen (AFDC) programs, and at-risk (potential dropouts, etc.) youth.

Vocational Achievement Testing Program - The statewide testing program designed to measure student achievement in acquiring minimum competencies. Based on the minimum competencies for each vocational course/program, the test is administered to students in the final level of the vocational course/program.

Vocational Certification - The designation on a vocational teacher's certificate of the area of specialization within a vocational program in which the certificate holder is authorized to teach based upon experience and qualifications.

Vocational Course - A body of facts, understandings, processes, skills, values and appreciations related to a specific aspect of the subject matter within a vocational program.

Vocational Program - The organized sequence of related offerings and experiences planned for the purpose of facilitating preparation for employment in an occupational area.

Vocational Student Organizations - The following organizations are designed to function as an integral part of the respective vocational instructional program: Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), Health Occupations Students of America (HOSA), and Vocational Industrial Clubs of America (VICA).

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